

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 18, 2010**

TAB	DESCRIPTION	ACTION
1	SUPERINTENDENT'S UPDATE	Information Item
2	MOU FOR THE MOSAIC AND SMARTER CONSORTIUMS	Information Item
3	MAPPING STATE PROFICIENCY STANDARDS ONTO NAEP SCALES REPORT	Information Item
4	YOUTH RISK BEHAVIOR SURVEY REPORT AND THE SUBSTANCE USE, SAFETY, AND SCHOOL CLIMATE SURVEY PRESENTATION	Information Item
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SUBJECT

Superintendent of Public Instruction Update to the State Board of Education

BACKGROUND/DISCUSSION

Superintendent of Public Instruction, Tom Luna, will provide an update on the State Department of Education.

BOARD ACTION

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

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SUBJECT

Memorandum of Understandings for the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC) and Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Consortia

BACKGROUND/DISCUSSION

The State Department of Education (SDE) has entered into a non-binding agreement with 27 other states to create formative assessments and another non-binding agreement with 23 other states to create summative assessment systems, as outlined in two Race to the Top grant competitions. The first Race to the Top grant, which was submitted in January 2010, includes a provision in section B2 "Developing and implementing common, high-quality assessments" that states:

"The extent to which the State has demonstrated its commitment to improving the quality of its assessments, evidenced by (as set forth in Appendix B) the State's participation in a consortium of States that—

- (i) Is working toward jointly developing and implementing common, high-quality assessments (as defined in this notice) aligned with the consortium's common set of K-12 standards (as defined in this notice); and*
- (ii) Includes a significant number of States."*

The MOSAIC consortium meets these specific requirements of this first Race to the Top grant criteria.

In addition, the Race to the Top grant application submitted in January also asks states to submit *"documentation that the State's consortium has applied, or intends to apply, for a grant through the separate Race to the Top Assessment Program (to be described in a subsequent notice)."* The SMARTER consortium is designed to develop summative assessments (like the ISAT) in conjunction with other states and to apply for the Race to the Top Assessment grant due out in March 2010 with an award in June 2010. The SMARTER consortium will use a computer, online adaptive test environment to deliver the summative assessments and will be tied to the MOSAIC consortium so that there is a seamless transition from formative to summative assessments.

Idaho was presented with multiple MOUs and offered the opportunity to participate with other states in other efforts. These two specific activities were chosen because they most closely align with Idaho's efforts in online and adaptive assessments.

IMPACT

Idaho does not have a formative assessment tool in place on a statewide basis. Participation in the MOSAIC consortium will provide Idaho with a comprehensive computerized formative assessment system. It will provide better tools to

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teachers to periodically diagnose and address student learning deficiencies prior to the year end summative assessment.

The financial impact will be absorbed in the Race to the Top grant award if Idaho is awarded the grant. After the four years of the grant, Idaho would have access to a system created through the grant funds but would need to either find funding to continue the assessment, or find another delivery method for the formative assessments such as the Instructional Improvement System/Learning Management System at SDE.

The cost to maintain this system after the four years of the grant has been estimated at \$5 per student per year (unlimited usage) for a total cost to Idaho of approximately \$1,375,000 for 275,000 students in grades K-12. However, as the formal Request for Proposal (RFP) has not been released the actual cost has not been determined.

Participation in the SMARTER consortium would allow Idaho to use a grant to build new summative assessments, which will be a requisite with the adoption of the new Common Core Standards. This consortium would also allow for the sharing of an item bank that includes both multiple choice items as well as performance items like the Direct Math Assessment (DMA) or Direct Writing Assessment (DWA). At the end of the grant, Idaho would be in the position to continue on in the consortium and utilize the new assessment as the replacement for the ISAT in Reading and Mathematics to meet the No Child Left Behind federal requirements. Funding for these assessments could be paid in the same way the ISAT is paid currently, with a combination of federal and state assessment dollars. The SMARTER proposal is a system built by using teachers' expertise in item writing and the proposal suggests use of open source software for delivery of the system, thus making a conscious effort to reduce costs. However, as with the MOSAIC consortium, the RFP has not been released and total costs have not yet been determined.

Should Idaho adopt the Common Core Standards in Reading and Mathematics, it will necessitate changes in the summative assessments (ISAT) Idaho delivers. Participation in a consortia and the use of grant funds to develop the system with the components Idaho desires has the benefit of actual cost savings. In addition, the participation in a consortium allows for nationwide collaboration with experts in multiple areas of assessment. More importantly, participation in a consortium allows for a common achievement standard to be set across states. Scores for students in Idaho could be directly compared to scores for students in another state.

ATTACHMENTS

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List of states that signed the SMARTER MOU
SMARTER Consortia Briefing

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BOARD ACTION

A motion to approve Idaho's participation in the MOSAIC and SMARTER consortia.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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MOSAIC
*Multiple Options for Student Assessment
and Instruction Consortium*
Memorandum of Understanding

This Non-Binding Memorandum of Understanding ("MOU") is entered into by and between the lead state(s): Wisconsin, Nebraska, and Missouri, and Idaho ("Your State"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate tasks in support of a Multi-State Consortium in its implementation of an approved Standards and Assessment Section of a Race to the Top grant. States might choose to participate in this Consortium even if their Race to the Top grant application is not funded.

I. PROJECT PROPOSAL

A. PARTICIPATING SEA RESPONSIBILITIES

A Consortium of states proposes to build a balanced assessment system of formative and benchmark assessment in a Race to the Top grant application. A state might choose to participate in this agreement through funding of its own choosing. The name of the system to be built is Multiple Options (for) Student Assessment (and) Instruction Consortium (MOSAIC). The MOSAIC system will be designed to complement a summative assessment system aligned to the Common Core such as the one being proposed under the SMARTER Consortium or any other Consortia that may develop a summative assessment aligned to the Common Core.

The proposed Consortium tasks and activities described in the Race to the Top application include the tasks that follow below. States participating in the Consortium will need to determine which of the tasks they wish to undertake with this Consortium. This decision may be made after the submission of the MOU.

Task 1.1.1 COMMON CORE: The consortium states will adopt the Common Core Standards. Within one year of state adoption, all districts within the consortium states will have adopted the Common Core Standards, will have integrated the standards to their local curriculum, and will have aligned professional development to familiarize staff with the college and career-ready expectations.

Task 1.1.2 PROFESSIONAL DEVELOPMENT—CURRICULAR INTEGRATION: The consortium states will develop and build professional development materials around the instructional integration of Common Core standards. This will include curricular frameworks aligned to the Common Core, defining of learning progressions within content areas, materials on instructional strategies, and suggested interventions. All materials will be disseminated across the states within the consortium and made available in a web-banked system.

Task 1.1.3 INSTRUCTIONAL SUPPORT SYSTEM: The consortium states will have access to a computerized system that will provide opportunities for districts to load the system with formative/local assessment tasks, items, and instructional materials including performance assessments. These can be shared across states, and customized for local use. All will be aligned with the Common Core and will be available electronically to students and teachers with timely data turn-around.

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Task 1.1.4 STATE FLEXIBILITY: **Each state will define the level at which districts/schools in their state participate in the formative/benchmark assessment system. This may vary from state to state, depending on how each state defines voluntary versus optional participation.** (One level of required participation within a state might be to require the state’s persistently low performing schools and districts to participate in this comprehensive assessment system, and to require that student performance data be tracked over time for growth and improvement.)

Task 1.1.5 REPORT DEVELOPMENT: **Each state will contribute to the development of district, school, and student-level performance reports on the Common Core.** Reports will be generated in parent-friendly and teacher-friendly formats to track progress on the Common Core standards. Emphasis will be placed upon growth and improvement over time, with customized feedback about suggested next-steps based on the student’s performance.

Task 1.1.6 BENCHMARK ASSESSMENT SYSTEM: **Each state will contribute to the development of a benchmark assessment item bank with the capabilities for adaptive testing.** From this item bank, common diagnostic/benchmark tests will be developed across the “total package” consortia states through a consortia bid process to a single vendor. Each state will contribute field-tested items to the bank. This bank will be used to diagnose student strengths and deficiencies and serve as an “early warning” system. Common performance standards and cut scores for these diagnostic/benchmark tests will be set across the consortium of states. The common tests will be loaded into the computerized system for immediate data turn around. The common tests will be available to districts/schools within each state as defined by that state – varying levels of participation will require different cost to each state to implement, most likely on a per-pupil basis. (States participating at the Partner or Associate level may access items in the bank, but may not utilize the consortia-developed common assessments).

Task 1.1.7 PROFESSIONAL DEVELOPMENT—USING DATA TO IMPROVE INSTRUCTION: **Each state will contribute to the development of hands-on training and workshop modules for educators that focus on user-friendly strategies to make data-informed instructional decisions based upon formative, benchmark, and summative assessment results.** All materials will be disseminated across the collaborating states.

The selection of tasks by each SEA participating in the Consortium will determine the level of participation of each respective state. There are three levels of participation that may be selected by each SEA in the Consortium. While the level of participation does not need to be selected at the time of signing the MOU, by its signature the state is indicating its interest in participating at a minimum of Level Three.

- **Level One: “Total Package”** – The state participates in **all seven tasks** with a common vendor, and shares in all resources available through the project, including all formative/benchmark assessments developed under the project. The state has an active role in developing, disseminating and sharing professional development tasks and materials.
- **Level Two: “Partner”** – The state contributes to the item bank (**Tasks 1.1.1, 1.1.2, and 1.1.6**) and professional development materials, and may use components in their state for state-specific work. (ex: state does not use common assessments developed from the bank; instead, uses the bank to create their own assessment tools with a separate vendor)
- **Level Three: “Associate”** – The state contributes to the item bank, (**Task 1.1.6 only**) and may use components in their state for state-specific work. The state does not contribute to or have access to professional development components developed through the project.

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B. RESPONSIBILITIES OF ALL SEA PARTICIPATING IN THE CONSORTIUM

- 1) Each participating SEA in the Consortium will appoint a key contact person for the Race to the Top grant.
- 2) These key contacts from each State and the lead state(s) will maintain frequent communication to facilitate cooperation under this MOU.
- 3) Participating SEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.

This Non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

**SEA Superintendent/- Participating State
Chief/Commissioner (or equivalent authorized signatory)**

Signature

Date

Print Name

Title

Authorized Lead SEA Official - Lead State

By its signature below, the lead state(s) hereby accepts the SEA as a Participating SEA in the Consortium

Official State Designee

Date

Print Name

Title

Please email this signed page
by January 5, 2010 to

lynette.russell@dpi.wi.gov

and
or fax to

pat.roschewski@nebraska.gov

(Fax) 608.266.8770

and

(Fax) 402.471.4311

PLEASE email this signed page only by January 5, 2010

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Summative Multi-State Assessment Resources for Teachers and Educational Researchers

Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) Memorandum of Understanding

This non-binding Memorandum of Understanding (MOU) is entered into by and between the states of Delaware, Hawaii, Idaho, Nebraska, Oregon, Tennessee, Utah, Washington, Wisconsin and Wyoming to initiate a consortium of states (Consortium) to serve as a framework of collaboration as required to submit a proposal for a Multi-State Consortium Common Assessment Race to the Top grant. The working title for the proposal is the "Summative Multi-State Assessment Resources for Teachers and Educational Researchers" (SMARTER). In the event the proposal is approved and fully funded by the U.S. Department of Education, the final proposal will serve as the official agreement.

The signatory states shall be referred to as "Lead States" and hereby authorize Oregon to be the signatory for the Lead States in entering into MOUs with additional states that desire to participate under the same terms (Participating States). The terms of the MOU among the Lead States and between the Lead States and subsequent Participating States are set forth below.

1. States in the Consortium will assign a key contact to assist in the drafting of the proposal, and to the extent practicable will engage their teachers, school and district administrators and institutions of higher education in the development and review of the proposal to ensure the design of the assessment system meets the needs of a variety of stakeholders.
2. States may withdraw from the Consortium prior to the establishment of the draft budget for the proposal. The anticipated date for the draft budget is 30 days before the proposal is due to the U.S. Department of Education.
3. States in the Consortium agree in principle to the following elements to be included in a proposal to the U.S. Department of Education:
 - a. The purpose of the proposal is to develop a high quality summative assessment system that is aligned to the Common Core Standards, mutually adopted by Consortium states.
 - b. The assessment system will use online adaptive tests, innovative item design and open-ended items to assess the full breadth of cognitive demand described by the Common Core Standards.
 - c. Proposal writing will be governed by staff from the Lead States that have agreed to this MOU. Governance protocols for proposal development will be established by 2/15/2010.
 - d. If funded, the assessment system will be governed by staff from states that are members of the Consortium, and will be guided with the support of selected technical experts. Governance protocols for the assessment system will be a deliverable of the grant.
 - e. The assessment system will include teachers, school and district administrators, state departments of education and institutions of higher education in the design, administration, scoring and reporting of the assessments.
 - f. States in the Consortium will report student, school, district and state results based upon a single common set of rigorous achievement standards. Additionally, states in the consortium may choose to report student achievement benchmarked to a variety of achievement standards including NAEP, international assessments, and benchmarks predictive of student success in college and careers.
 - g. States in the Consortium will use the summative assessment system to measure school and district effectiveness to meet federal accountability requirements
 - h. The assessments will be designed based on principles of Universal Design and will be consistent with professional standards as described by the APA/AERA/NCME *Standards for Educational and Psychological Testing*.
 - i. The Consortium will coordinate with the MOSAIC consortium as appropriate and with other interested multi-state formative and benchmark assessment initiatives so that schools and districts will have access to a variety of high quality instructionally supportive assessment options that together yield a coherent balanced assessment system.
 - j. The assessment system will use open source software applications accessible to any vendor procured by states in the Consortium.

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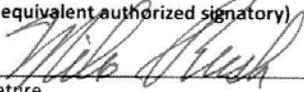
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Summative Multi-State Assessment Resources for Teachers and Educational Researchers

- k. States in the Consortium will create and adhere to common administration guidelines including accommodations and allowable tools and assistive devices based on high quality research regarding student learning and assessment.
- l. Grant funds allocated to LEAs will in part be used to ensure participation opportunities for teachers. The estimated allocation and purpose of funds will be described in the budget section of the proposal.
- m. States in the Consortium will participate in common procurement practices and deliverables to the extent the procurements are directly related to Consortium-wide activities described in the proposal. Lead states will construct a procurement process taking into account minimum procurement standards used in all participating states.
- n. States in the Consortium will share a common reporting format consistent with a goal of aligning reporting systems.
- o. States in the Consortium will share common security protocols regarding test items.
- p. States in the Consortium will work with their institutions of higher education and teacher preparation institutions to ensure teachers are prepared to use and contribute to the summative assessment system.

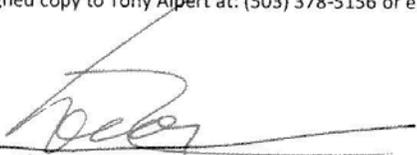
This non-binding Memorandum of Understanding shall be effective beginning with the date of the last signature hereon:

**Lead State SEA Superintendent/Chief/Commissioner
(or equivalent authorized signatory)**

 _____ Signature	<u>1-7-2010</u> Date
<u>Mike Rush</u> Print Name	<u>Executive Director</u> Title

Please sign and date this agreement by no later than January 8th, 2010.

FAX signed copy to Tony Alpert at: (503) 378-5156 or email scanned copy to Tony.Alpert@state.or.us

 _____ Signature
<u>Tom Luna</u> Name

<u>1/7/10</u> Date
<u>Superintendent of Public Instruction</u> Title

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States participating in the MOSAIC consortium

The following states have submitted a signed Memorandum of Understanding (MOU) to participate in the Multiple Options for Student Assessment and Instruction Consortium (MOSAIC) consortium to provide high-quality summative assessments. Listed below are the states that have submitted a signed MOU to participate in MOSAIC.

State	Date MOSAIC MOU-Received	Lead or Participating State
Delaware	January 5 th , 2010	Participating
Hawaii	December 31 st , 2009	Participating
Idaho	December 22 nd , 2009	Participating
Illinois	January 8 th , 2010	Participating
Iowa	January 5 th , 2010	Participating
Kansas	January 5 th , 2010	Participating
Kentucky	January 5 th , 2010	Participating
Maryland	January 5 th , 2010	Participating
Michigan	January 4 th , 2010	Participating
Minnesota	January 8 th , 2010	Participating
Mississippi	January 5 th , 2010	Participating
Missouri	January 5 th , 2010	Lead
Montana	January 7 th , 2010	Participating
Nebraska	January 6 th , 2010	Lead
New Jersey	January 5 th , 2010	Participating
North Dakota	January 5 th , 2010	Participating
Ohio	January 6 th , 2010	Participating
Oklahoma	January 10 th , 2010	Participating
Oregon	January 6 th , 2010	Participating
Pennsylvania	January 8 th , 2010	Participating
South Carolina	January 6 th , 2010	Participating
South Dakota	January 4 th , 2010	Participating
Tennessee	January 5 th , 2010	Participating
Utah	January 5 th , 2010	Participating
Washington	January 4 th , 2010	Participating
Wisconsin	January 6 th , 2010	Lead
Wyoming	January 4 th , 2010	Participating
Total # of states that have submitted signed MOUs for MOSAIC*	27	

* As of 1/15/2010

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**States participating in the SMARTER consortium
(as of 1/14/2010)**

The following states have submitted a signed Memorandum of Understanding (MOU) to participate in the Summative Multi-State Assessment Resources for Teachers and Educational Researchers (SMARTER) consortium to provide high-quality summative assessments.

State	Date SMARTER MOU-Received	Lead or Participating State
Nebraska	January 4 th , 2010	Lead
Washington	January 4 th , 2010	Lead
Hawaii	January 4 th , 2010	Lead
Wyoming	January 5 th , 2010	Lead
Utah	January 5 th , 2010	Lead
Tennessee	January 5 th , 2010	Lead
Wisconsin	January 6 th , 2010	Lead
Kentucky	January 6 th , 2010	Participating
Kansas	January 6 th , 2010	Participating
Minnesota	January 6 th , 2010	Lead
Michigan	January 6 th , 2010	Lead
Ohio	January 6 th , 2010	Participating
South Carolina	January 6 th , 2010	Participating
Oregon	January 6 th , 2010	Lead
Montana	January 8 th , 2010	Participating
Illinois	January 8 th , 2010	Lead
Idaho	January 7 th , 2010	Lead
Delaware	January 7 th , 2010	Lead
Mississippi	January 11 th , 2010	Participating
District of Columbia	January 11 th , 2010	Participating
California	January 12 th , 2010	Participating
Colorado	January 13 th , 2010	Lead
New York	January 14 th , 2010	Lead
Total # of states that have submitted signed MOUs for SMARTER	23	

Listed below are the states that have submitted a signed MOU to participate in SMARTER. In addition, also included are those states that have submitted formal statements of their intent to participate in SMARTER, but are not able to submit a signed MOU in time for the Race To the Top first round application deadlines.

State	Status of SMARTER MOU
Nebraska	Signed
Washington	Signed
Hawaii	Signed

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State	Status of SMARTER MOU
Wyoming	Signed
Utah	Signed
Tennessee	Signed
Wisconsin	Signed
New Mexico	To be signed after AG review
Kentucky	Signed
Kansas	Signed
Minnesota	Signed
Michigan	Signed
Ohio	Signed
South Carolina	Signed
Oregon	Signed
Montana	Signed
Illinois	Signed
Idaho	Signed
Delaware	Signed
Mississippi	Signed
District of Columbia	Signed
Colorado	Signed
California	Signed
New York	Signed
Anticipated total # of states that will participate in SMARTER	24



It's SMARTER to rely on the expertise that exists in each state and at every level of the educational enterprise

When did SMARTER begin?

In mid November 2009, MOSAIC (Multiple Options for Student Assessment and Instruction Consortium) was formed to build the pieces of an assessment system that a teacher can use on a daily basis as part of high-quality instruction. This part of a statewide assessment system is typically called a formative assessment. In December 2009, SMARTER (Summative Multi-State Assessment for Teachers and Educational Researchers) was formed to support and balance MOSAIC by providing an assessment that can be used to evaluate program, school, and district effectiveness as part of a summative evaluation process.

How will SMARTER work?

SMARTER relies on the expertise that exists in each state and at every level of the educational enterprise including Teachers, Principals, State Departments, and colleges and universities. SMARTER will use technology to target the right work to the right people so that the system can benefit from the highest level of expertise and quality. SMARTER will also use technology to share best practices and resources to ensure each state can participate in the system. Each module of SMARTER will be monitored and will be supported by professional development so that we can build capacity when problems are identified. SMARTER will link to MOSAIC to ensure a seamless system of support for teachers and students is accessible to all SMARTER states.

It's SMARTER to build a system that adapts to people rather than make people adapt to the system

What is SMARTER?

SMARTER will be a system that adapts to people rather than make people adapt to the system. SMARTER is designed to be flexible from the design all the way through to the test itself. By including stakeholders who represent the diverse needs of teachers and students, including those students who have the most significant challenges, SMARTER will be immersed in a process of universal design. And, by creating a state of the art adaptive test, we can rest assured that the test will meet the unique needs of each student.

SMARTER will also:

- Assess the full depth and breadth of the Common Core content standards using innovative item design, constructed and limited response, open-ended as well as traditional multiple choice items types
- Use a common and rigorous achievement standard across all states in the consortium that will meet federal requirements under the Elementary and Secondary Education Act / No Child Left Behind
- Use Open Source solutions as a means to support procurement laws, drive innovation and support interoperability and compatibility

Who is SMARTER?

The following 15 states have signed the Memorandum of Understanding to participate as SMARTER lead states. Lead states have committed state personnel to assist in writing the Race to the Top Assessment Grant:

Delaware	Hawaii	Idaho	Illinois
Michigan	Minnesota	Nebraska	Oregon
Tennessee	Utah	Washington	Wisconsin
Wyoming	New York	Colorado	

The following 9 states have submitted their commitment to support SMARTER as a participating state. Participating states will review and comment on the grant proposal

California	District of Columbia	Kansas
Mississippi	Montana	Kentucky
New Mexico	Ohio	South Carolina

A total of 24 states have committed to be a part of the SMARTER system.

The size of the consortium allows SMARTER to break down barriers regarding cost and innovation. SMARTER will be more powerful, faster and more relevant to teachers and students than are our current assessment systems.

Want to be SMARTER?

For more information about the SMARTER consortium please contact Tony Alpert at the Oregon State Department of Education at (503) 947-5827 or tony.alpert@state.or.us & Carissa Miller at the Idaho State Department of Education at (208) 332-6901 or cmiller@sde.idaho.gov

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SUBJECT

“Mapping State Proficiency Standards onto NAEP Scales,” a report from the National Center for Education Statistics (NCES 2010-456)

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.03 – Section 111, Assessment in the Public Schools

BACKGROUND/DISCUSSION

Recently there has been much discussion about the need for national proficiency standards and a national test. Unfortunately, prominent foundations, institutes and “think tanks” have used state test and NAEP results inappropriately to define rigor and to compare state performance standards in order to promote this discussion. The National Center for Education Statistics conducted this research study to establish a way for using NAEP as a common yardstick to provide a context for understanding the rigor of state tests.

NAEP’s *Basic* cut-score is an estimate of grade-level performance or proficiency in the subject, using the common meaning of “proficiency.” The mapping study rated the rigor of the ISAT reading tests for both the fourth and eighth grades below the NAEP *Basic* cut-score. Idaho’s proficiency standards for the ISAT mathematics tests for the fourth and eighth grades were rated above the NAEP *Basic* cut-score.

There is little correlation between the rigor of a state’s test and the overall achievement of students in the state. The rigor ratings for the ISAT reading test, for example, were below the NAEP *Basic* cut-score in both grades four and eight. Idaho fourth and eighth grade students, however, earned average scale scores on the NAEP reading test that were above the NAEP *Basic* cut-score.

ATTACHMENTS

Attachment 1 – PowerPoint slides

Page 3

BOARD ACTION

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

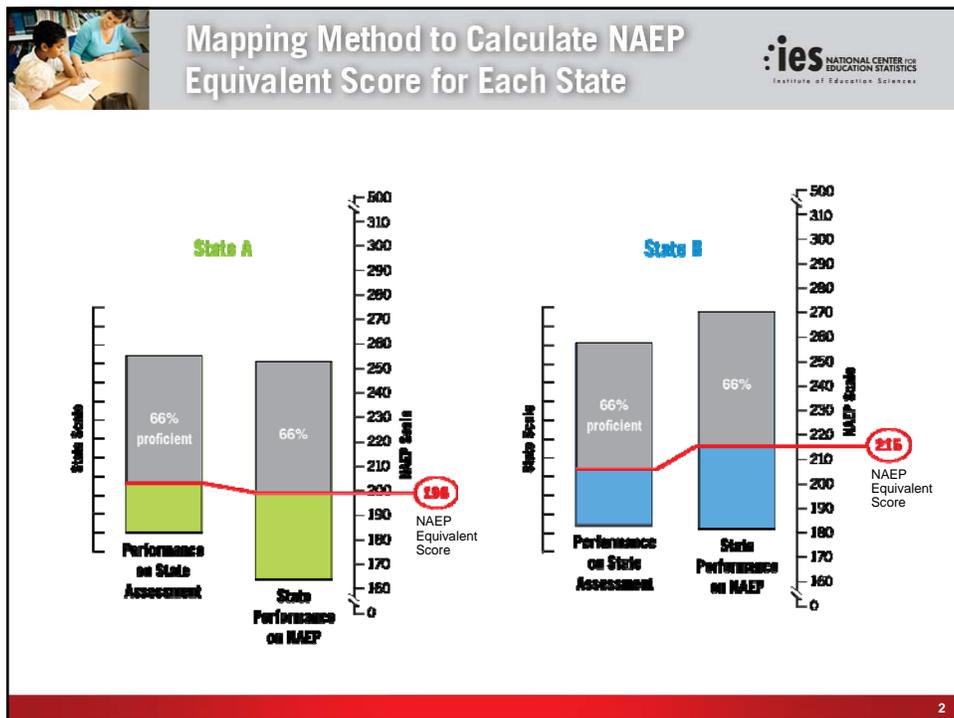
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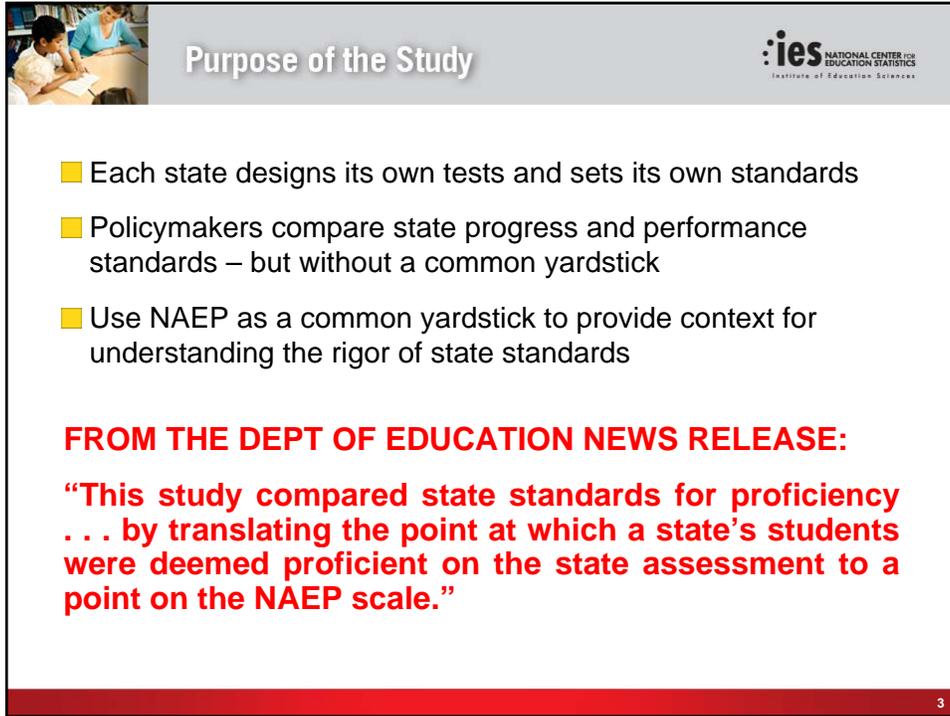
ies NATIONAL CENTER FOR EDUCATION STATISTICS
 Institute of Education Sciences

Mapping State Proficiency Standards Onto NAEP Scales: 2005 – 2007

Presented at regular meeting of
 Idaho State Board of Education
 Thursday, February 18, 2010

Fall 2009





Purpose of the Study

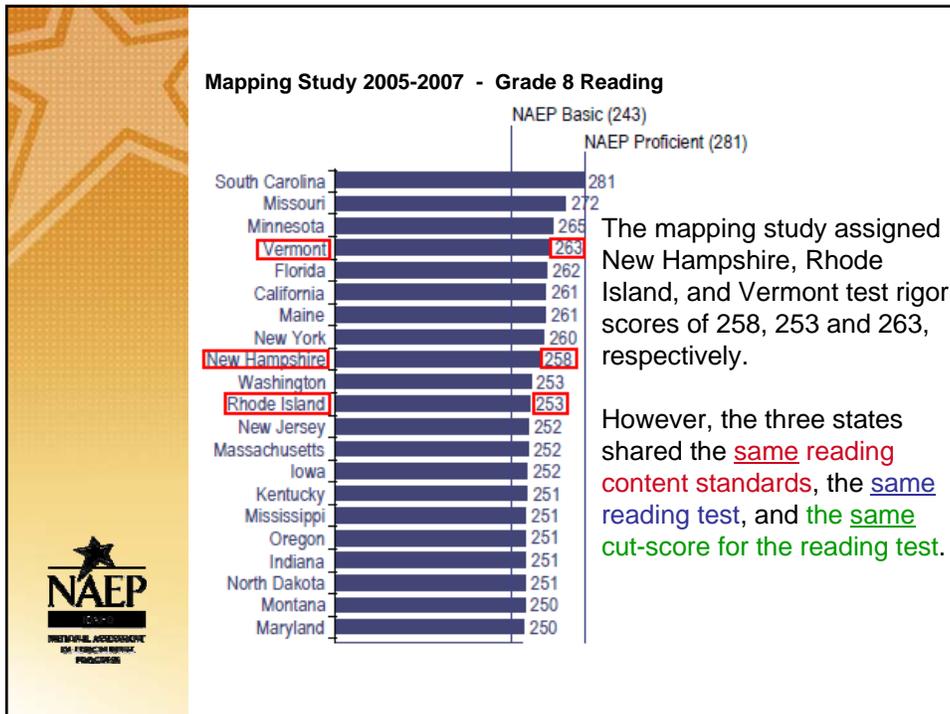
ies NATIONAL CENTER FOR EDUCATION STATISTICS
Institute of Education Sciences

- Each state designs its own tests and sets its own standards
- Policymakers compare state progress and performance standards – but without a common yardstick
- Use NAEP as a common yardstick to provide context for understanding the rigor of state standards

FROM THE DEPT OF EDUCATION NEWS RELEASE:

“This study compared state standards for proficiency . . . by translating the point at which a state’s students were deemed proficient on the state assessment to a point on the NAEP scale.”

3



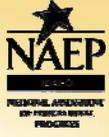
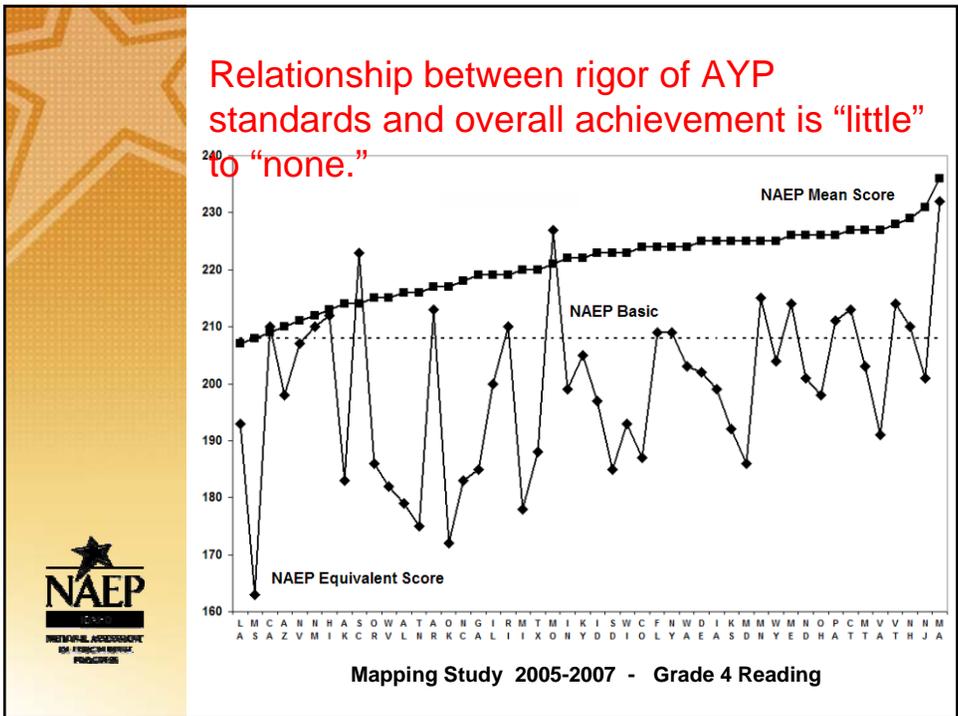
Mapping study was seriously flawed. It used the accountability standard for AYP, not the proficiency standard for state test.

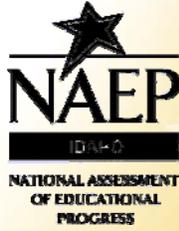
Proficiency Standard (Percentage)

- ✓ Students at/above state's "proficient" cut-score

Accountability Standard (Percentage)

- ✓ Students at/above state's "proficient" cut-score
- ✓ Students deemed proficient on Alt Assessment
- ✓ Some students scoring "basic" on state test



Bert Stoneberg, Ph.D.
NAEP State Coordinator
State Department of Education
Boise, Idaho

Email: bstoneberg@sde.idaho.gov

STATE DEPARTMENT OF EDUCATION
FEBRUARY 18, 2010

SUBJECT

Youth Risk Behavior Survey Report and the Substance Use, Safety, and School Climate Survey Presentation

REFERENCE

February 28, 2008 Adolescent and School Health Data/Coordinated School Health Program Presentation. Informational Item.

BACKGROUND/DISCUSSION

State Department of Education staff will provide the State Board of Education with information regarding current and trend data on the health status of Idaho youth from the 2009 Youth Risk Behavior Survey Report and the Substance Use, Safety, and School Climate Report. This data is collected by the Coordinated School Health and the Safe and Drug Free Schools Programs and reflects youth risk-taking behavior in the areas of intentional and unintentional injury, substance use, physical activity, nutrition and sexual behavior.

ATTACHMENTS

2009 Idaho Youth Risk Behavior Survey Fact Sheets	Page 3
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Substance Use, Safety, and School Climate Survey	Page 97

BOARD ACTION

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

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2009 Idaho Youth Risk Behavior Survey

Unintentional and Intentional Injury



The 2009 Idaho Youth Risk Behavior Survey (YRBS) measured various injury-related behaviors

including helmet use while riding a bike, seatbelt use, drinking and driving, weapon carrying, violence, bullying, and suicide.

Although many of the 2009 Idaho YRBS measurements relating to injury prevention did not change significantly, there was a significant decrease in the percent of students who rode in a car with someone who had been drinking during the previous 30 days (chart 1). There was very little change in the percent of students who were in a physical fight (chart 2) or the percentage of students who have ever been forced to have sexual intercourse when they didn't want to (chart 3).

When it comes to seatbelt and helmet use, 9% of Idaho students never or rarely wore a seatbelt, and 85% of Idaho students who rode a bike in the previous year never or



rarely wore a bicycle helmet. Drinking and driving is also an issue for Idaho students. Just under one-in-four Idaho high school

students rode in a car driven by someone who had been drinking alcohol, and 10% of students drove a car after they had been drinking alcohol.

Violence and the threat of violence are issues that

Chart 1: Percent of Idaho students who in the previous 30 days rode in a car with a driver who had been drinking alcohol

(2001-2009 Idaho YRBS)

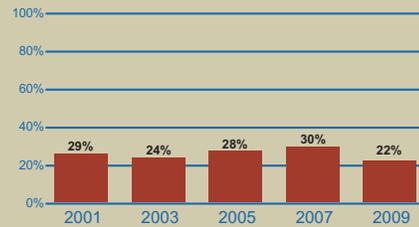


Chart 2: Percent of Idaho students who were in a physical fight one or more times during the past 12 months

(2001-2009 Idaho YRBS)

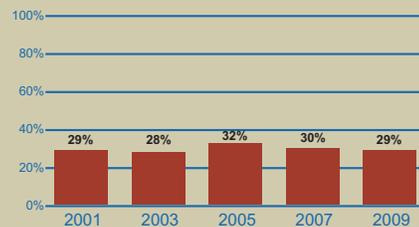
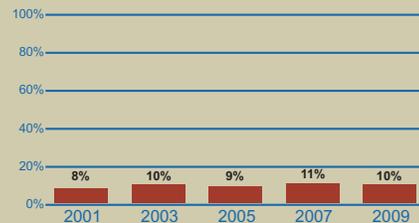


Chart 3: Percent of Idaho students who have ever been forced to have sexual intercourse when they didn't want to

(2001-2009 Idaho YRBS)



many students encounter in the school setting. In particular, 8% of Idaho students had been threatened or injured with a weapon on school property, and 22% of students carried a weapon during the previous year. Intimate partner violence and sexual assault are also measured by the Idaho YRBS. Among Idaho students, 11% were hit, slapped, or physically hurt by their boyfriend or girlfriend during the past year, while 10% have been forced to have sex when they did not want to.

Suicide is the second leading cause of death among youth aged 15 to 19 in Idaho. Just over one in ten (13%) of students made a plan about how they would attempt suicide, and 7% reported actually attempting suicide during the previous year.

The following questions can be used to start a conversation in the school community about ways to prevent injury among the student population.

- 1) How do these rates compare with what we see among our own students?
- 2) Is maintaining a safe physical environment an issue in our school or district?
- 3) Is violence a big discipline issue in our school or district?
- 4) How can we improve our behavioral health services for students?
- 5) Do injury and violence interfere with attendance and students' ability to learn?
- 6) Do we have the resources to identify and assist students who are struggling with mental health and/or depression which may lead to suicide?
- 7) Do we have a written crisis response plan?
- 8) What are our goals around injury prevention and how can we achieve them?

2009 YRBS Results Unintentional and Intentional Injury

Among Idaho students ...

Bike Helmet Use

85% never or rarely wore a bike helmet when riding a bike during the previous 12 months.

Seatbelt Use

9% never or rarely wear a seatbelt when riding in a car driven by someone else.

Drinking and Driving

10% drove a car one or more times during the previous 30 days when they had been drinking alcohol.

Weapon Carrying

22% carried a weapon such as a gun, knife, or club during the previous 30 days.

8% had been threatened or injured with a weapon on school property one or more times during the previous 12 months.

Violence

11% were hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the previous 12 months.

10% have been physically forced to have sexual intercourse when they did not want to do so.

Suicide

28% felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities during the previous 12 months.

13% made a plan about how they would attempt suicide during the previous 12 months.

7% attempted suicide during the previous 12 months.

Bullying

22% had been bullied on school property during the previous 12 months.

27% have been the victim of teasing or name calling because of their weight, size, or physical appearance during the previous 12 months.

12% have been the victim of teasing or name calling because of their race or ethnic background during the previous 12 months.

For additional information or a full copy of the 2009 Idaho YRBS Report visit www.sde.idaho.gov/site/csh/contact
Coordinated School Health at
208.332.6929



2009 Idaho Youth Risk Behavior Survey

Tobacco Use



Tobacco use is considered the leading preventable cause of death in the United States with an estimated 18% of all deaths attributed to tobacco

use. If current patterns of smoking behavior persist, an estimated 24,000 Idaho youth are projected to die prematurely from smoking-related illnesses.

Tobacco use questions in the 2009 Idaho Youth Risk Behavior Survey (YRBS) measured smoking experimentation, current smoking patterns, age of initiation, smoking on school property and attempts to quit smoking. In addition to questions about cigarette smoking, the YRBS



includes measures associated with other forms of tobacco use such as chew and cigars.

Although the proportion of students who have ever tried smoking decreased in 2009, 40% of students have smoked at least one cigarette during their lifetime (chart 1). On a positive note, current smoking (defined as having smoked on one or more of the previous 30 days) prevalence among Idaho teens decreased substantially from 20% in 2007 to 15% in 2009 (chart 2).

The use of chewing tobacco increased significantly from 6% in 2003 to 12% in 2007. In 2009, 9% of students used chewing tobacco on one or more of the previous 30 days. While chewing tobacco is predominately used by male students (15% of male students used chewing tobacco in the previous 30 days), 3% of female students also used

Chart 1: Percent of Idaho students who have ever tried cigarette smoking, even one or two puffs

(2001-2009 Idaho YRBS)

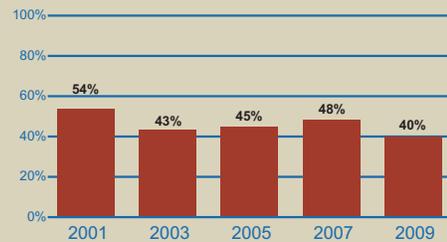


Chart 2: Percent of Idaho students who smoked a cigarette on one or more of the previous 30 days

(2001-2009 Idaho YRBS)

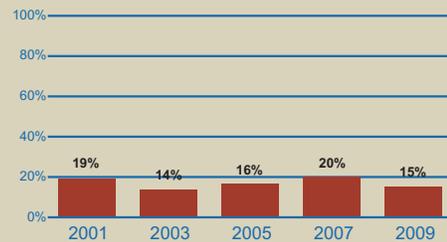
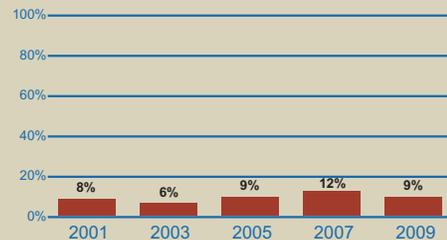


Chart 3: Percent of Idaho students who used chewing tobacco, snuff, or dip on one or more of the previous 30 days

(2001-2009 Idaho YRBS)



chewing tobacco in the previous month.

Over one-third (40%) of all Idaho students have tried cigarette smoking, and 9% smoked a whole cigarette before age 13. The good news is that among students who reported current cigarette use, over half (60%) have tried to quit in the past year.

In addition to cigarettes and chewing tobacco, 12% of students smoked a cigar, and 22% of students used some form of tobacco during the previous 30 days (includes cigarettes, chew, snuff, dip, cigars, cigarillos, or little cigars).

The following questions can be used to start a conversation in the school community about ways to prevent tobacco use among the student population.

- 1) How do these rates compare with what we see among our own students?
- 2) Is tobacco use a key discipline or attendance issue in our school or district?
- 3) How strong are our tobacco use policies? Are these policies properly implemented, enforced, and communicated to the school community?
- 4) How can we better educate our students and staff on tobacco use, prevention, and cessation?
- 5) Do we take part in tobacco prevention events, such as Kick Butts Day or the Great American Smokeout?
- 6) How can we improve our tobacco cessation services to students and staff?
- 7) How can we better educate families about tobacco use and inform them about community resources around prevention and cessation?
- 8) What are our goals around tobacco use and how can we achieve them?

2009 YRBS Results Tobacco Use

Among Idaho students ...

Ever Tried Smoking

40% have tried cigarette smoking, even one or two puffs, at least once during their lifetime

Age of Initiation

9% smoked a whole cigarette for the first time before age 13

Current Smoking

(Current smoking is defined as having smoked cigarettes on one or more of the previous 30 days)

15% are current smokers with no difference between the smoking rate among male and female students

4% smoked cigarettes on school property during the previous 30 days

Frequent Smoking

(Frequent smoking is defined as having smoked cigarettes on 20 or more of the previous 30 days)

4% are considered frequent smokers

Youth Access

7% of male students and 1% of female students (under age 18) usually got their own cigarettes by purchasing them in a store or gas station

Smoking Cessation

Among students who reported current cigarette use, 60% tried to quit smoking at least once during the previous 12 months

Chewing Tobacco

9% used chewing tobacco one or more of the previous 30 days and 6% of students used chewing tobacco on school property during the previous 30 days

Cigar Use

12% smoked a cigar, cigarillo, or little cigar on one or more of the previous 30 days

Any Tobacco Use

22% used some form of tobacco during the previous 30 days (includes cigarettes, chew, snuff, dip, cigars, cigarillos, or little cigars)

For additional information or a full copy of the 2009 Idaho YRBS Report visit www.sde.idaho.gov/site/csh/contact
Coordinated School Health at
208.332.6929



2009 Idaho Youth Risk Behavior Survey

Physical Activity and Nutrition



Physical activity helps build and maintain healthy bones and muscles, control weight, build lean muscle,

and reduce fat. In adolescence, obesity is associated with hypertension, abnormal glucose tolerance, and adverse psychological and social consequences.

The 2009 Idaho Youth Risk Behavior Survey (YRBS) included questions which measured self-reported height and weight, fruit and vegetable consumption, specific weight control behaviors, and participation in physical activity.

The percent of students who engaged in the recommended levels of physical activity (60 minutes per day on five or more days a week) increased from 39% in 2005 to 63% in 2009 (chart1). Male students (64%) were significantly more likely than female students (43%) to be



physically active for 60 minutes or more per day at least 5 days a week.

Despite sizeable increases in the percent of students who were physically active, the percent of students who were overweight or obese decreased only slightly from 23% in 2007 to 21% in 2009 (chart 2).

The percent of students who ate five or more servings of fruit and vegetables per day during the previous week

Chart 1: Percent of Idaho students who were physically active for at least 60 minutes per day on five or more of the previous seven days

(2001-2009 Idaho YRBS)

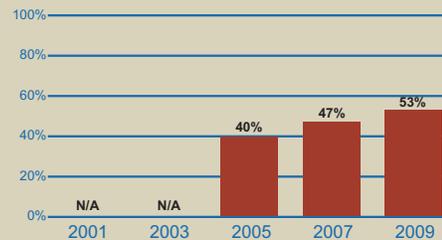


Chart 2: Percent of Idaho students who were overweight or obese (i.e. at or above the 85th percentile for BMI, by age and sex)

(2001-2009 Idaho YRBS)

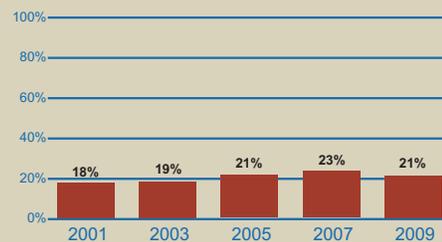
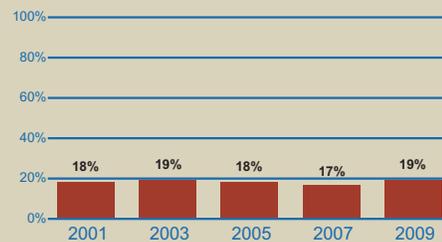


Chart 3: Percent of Idaho students who ate fruits and vegetables five or more times per day during the previous seven days

(2001-2009 Idaho YRBS)



increased slightly to 19% (chart 3).

Compared to male students, female students are significantly more likely to report trying to lose weight (60%) or to describe themselves as overweight (32%).

Female students are also more likely to engage in unhealthy dietary behaviors such as going without eating for 24 hours to lose weight (14%); using diet pills, powders, or liquids without a doctor's advice (7%); or vomiting or taking laxatives to lose weight (6%).

The following questions can be used to start a conversation in the school community about ways to promote physical activity and good nutrition among the student population.

- 1) How do these rates compare with what we see among our own students?
- 2) Are students getting enough physical activity and good nutrition during the school day?
- 3) Are overweight and obesity affecting students' ability to learn, their self-esteem, and the school culture?
- 4) Are our physical activity and nutrition policies properly implemented, enforced, and communicated to the school community?
- 5) Are the messages we give students about nutrition in the cafeteria or hallway always the same as the messages we give them in the classroom?
- 6) Are there other ways students could be active during the school day?
- 7) Are there ways we could support families in increasing physical activity and good nutrition?
- 8) What are our goals around physical activity, nutrition, and obesity and how can we achieve them?

2009 YRBS Results Physical Activity and Nutrition

Among Idaho students ...

Overweight and Obese

21% are considered to be overweight or obese (i.e. at or above the 85th percentile for BMI, by age and sex)

Male students (25%) are much more likely to be overweight or obese than female students (16%)

Weight Control

25% of male students and 60% of female students reported that they were trying to lose weight (a statistically significant difference)

62% exercised to lose weight or keep from gaining weight during the previous 30 days

38% ate less food, fewer calories, or foods low in fat in order to lose weight or keep from gaining weight during the previous 30 days

Fruit & Vegetable Consumption

70% of students ate a green salad on one or more of the previous seven days

19% ate fruits and vegetables five or more times during the previous seven days

Nutrition

22% of male students and 14% of female students drank soda pop one or more times per day during the previous seven days

Recommended Physical Activity

Male students (64%) were significantly more likely than female students (43%) to be physically active for a total of at least 60 minutes per day on five or more of the past seven days

22% watched three or more hours of TV on an average school day

Physical Education

24% attend physical education (PE) classes daily during an average school week

Male students (31%) were significantly more likely than female students (16%) to attend PE classes daily during an average school week

For additional information or a full copy of the 2009 Idaho YRBS Report visit www.sde.idaho.gov/site/csh/contact Coordinated School Health at 208.332.6929



2009 Idaho Youth Risk Behavior Survey

Sexual Activity



Early sexual activity is associated with unwanted pregnancy and sexually transmitted diseases,

including HIV, and negative effects on social and psychological development. In Idaho, there were 1,609 out-of-wedlock births and 430 abortions among women aged 15 to 19 in 2007. The 2009 Idaho Youth Risk Behavior Survey (YRBS) included sexual behavior questions which measured the prevalence of sexual activity, alcohol and/or drug use prior to sexual activity, age at first intercourse, and whether students have received education about HIV or AIDS.

2009 Idaho YRBS results show a slight decrease in the percent of students who reported ever having had sexual intercourse (chart 1). Not surprisingly, 12th grade students

(48%) were significantly more likely than 9th grade students (25%) to report ever having sexual intercourse. The early initiation of sexual activity also decreased slightly as 4% of students reported they had sexual intercourse for the first time before age 13 (chart 2).

It has been estimated that at least half of all new HIV infections in the U.S. are among people under 25, and the majority of young

people are infected through sexual contact. In Idaho, 86% (chart 3) of all high school students and 89% of 12th grade students have received education about HIV or AIDS



Chart 1: Percent of Idaho students who have ever had sexual intercourse

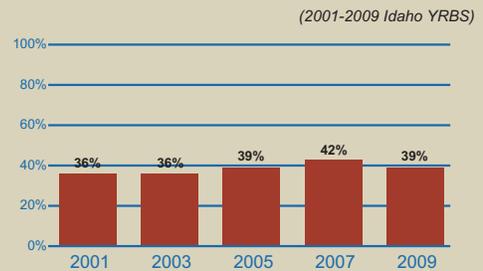


Chart 2: Percent of Idaho students who had sexual intercourse for the first time before age 13

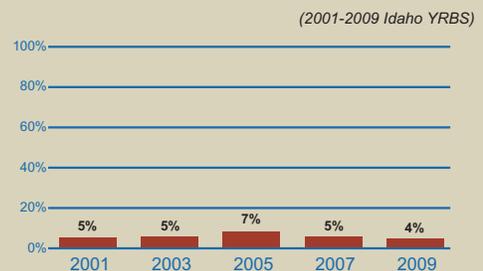
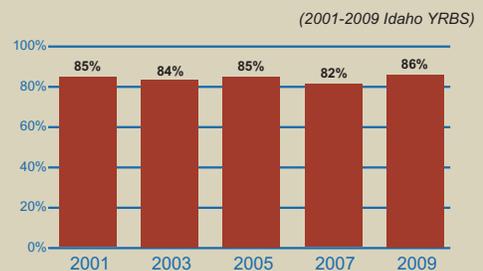


Chart 3: Percent of Idaho students who have ever been taught in school about AIDS or HIV infection



Despite the importance of AIDS or HIV infection prevention, under half (48%) of all Idaho students have talked about AIDS or HIV infection with their own parents or adult family members.

Eight percent of Idaho high school students reported they had used drugs or alcohol before the last time they had sexual intercourse.

The following questions can be used to start a conversation in the school community about ways to promote students' sexual health.

- 1) How do these rates compare with what we see among our own students?
- 2) How can we improve our health education, including family life and sexuality education?
- 3) How can we provide more appealing and enriching after school opportunities for our students in the school and in the community?
- 4) How can we make school and classroom climates that are more nurturing and supportive and that better connect students with caring adults?
- 5) How can we support parents in their efforts to communicate with and set limits for their children?
- 6) What are our goals around preventing and reducing sexual activity and how can we achieve them?

2009 YRBS Results Sexual Activity

Among Idaho students ...

Lifetime Sexual Activity

39% of all students have had sexual intercourse

48% of all 12th grade students have had sexual intercourse at least once compared to 25% of all 9th grade students

Age at First Intercourse

4% had sexual intercourse for the first time before age 13.

In contrast to lifetime sexual activity, 9th grade students (6%) were slightly more likely than 12th grade students (3%) to report engaging in early sexual activity (i.e. before age 13)

Male students (5%) were slightly more likely than female students (3%) to engage in sexual intercourse for the first time before age 13

Alcohol and Drug Use Prior to Sexual Activity

8% drank alcohol or used drugs before they had sexual intercourse the last time

12th grade students (8%) were slightly more likely than 9th grade students (6%) to report alcohol or drug use before the most recent sexual activity

AIDS and HIV Education

Slightly less than half (48%) say they have talked about AIDS or HIV infection with their own parents or other adults in their family

89% have ever been taught in school about AIDS or HIV infection

9th grade students (83%) were slightly less likely than 12th grade students (86%) to report having been taught in school about AIDS or HIV infection

For additional information or a full copy of the 2009 Idaho YRBS Report visit www.sde.idaho.gov/site/csh/contact Coordinated School Health at 208.332.6929



2009 Idaho Youth Risk Behavior Survey

Alcohol and Other Drugs



Alcohol use is a major contributing factor in approximately half of all homicides, suicides, and motor

vehicle crashes, which are the leading causes of death and disability among young people. Drug abuse is related to suicide, early unwanted pregnancy, school failure, delinquency, and transmission of sexually transmitted diseases, including HIV.

The 2009 Idaho Youth Risk Behavior Survey (YRBS) included questions developed to measure frequency of alcohol use, age of initiation, heavy drinking, and drinking on school property. The 2009 Idaho YRBS also included drug-related questions which measured the frequency of cocaine, inhalant (like paint or other aerosols), heroin, ecstasy, methamphetamine, steroid, and injected drug use.

Alcohol consumption among students decreased to 34% in 2009 (it's lowest level since 2001). The proportion of students who had their first drink of alcohol before age 13 dropped to 19%, the lowest level since 2001.

Drug use among students also decreased slightly in



2009 for nearly all substances. Marijuana was used during the previous month by 14% of students (chart 2), and lifetime methamphetamine use decreased from 7% in 2001

Chart 1: Percent of Idaho students who had at least one drink of alcohol on one or more of the previous 30 days

(2001-2009 Idaho YRBS)

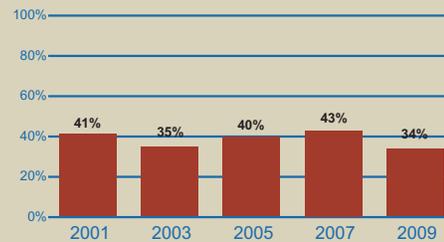


Chart 2: Percent of Idaho students who used marijuana one or more times during the previous 30 days

(2001-2009 Idaho YRBS)

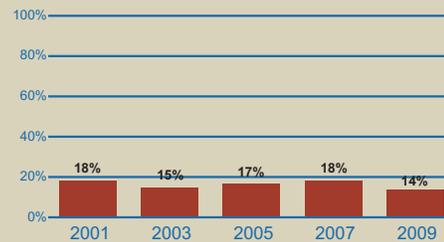
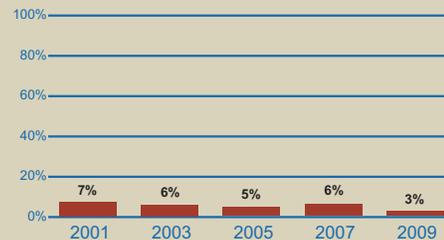


Chart 3: Percent of Idaho students who have used methamphetamines one or more times during their lifetime

(2001-2009 Idaho YRBS)



to 3% in 2009 (chart 3). Ecstasy was the one drug which did not show a drop in use. In 2009, 6% of Idaho students reported using ecstasy one or more times previously in their lifetime.

In addition to questions about drug use, the Idaho YRBS asks students if they have been offered, sold, or given an illegal drug by someone on school property. Among Idaho high school students, 23% report that they have been offered, sold, or given drugs by someone on school property during the previous 12 months.

The following questions can be used to start a conversation in the school community about ways to prevent substance abuse.

- 1) How do students' overall substance abuse rates in our school or district compare to the rest of the state?
- 2) How do these rates compare with what we as administrators, teachers, and nurses see in the student body?
- 3) Is substance abuse a key discipline or attendance issue in this school or district?
- 4) How strong are our substance abuse policies? Are these policies properly implemented, enforced, and communicated to the school community?
- 5) How can we better educate our students and staff on substance abuse prevention?
- 6) How can we improve our substance abuse prevention services for students and employee assistance programs for staff?
- 7) How can we better educate families about substance abuse and inform them about community resources for students?
- 8) What are our goals around substance abuse prevention and how can we achieve them?

2009 YRBS Results Alcohol and Other Drug Use

Among Idaho students ...

Ever Tried Alcohol

63% have had at least one drink of alcohol during their lifetime

Age of Initiation

Male students (22%) were more likely than female students (17%) to have had their first drink of alcohol before age 13

Current Alcohol Use

Just over one in five (22%) had five or more drinks of alcohol in a row, on one or more of the previous 30 days (i.e., binge or heavy drinking)

Marijuana Use

Nearly one-third (30%) have used marijuana at least once during their lifetime

Male students (8%) were significantly more likely than female students (4%) to have tried marijuana for the first time before age 13

14% used marijuana one or more times during the previous 30 days

Other Drug Use

6% have used cocaine at least once during their lifetime, and 2% report having used it at least once during the previous 30 days

13% have sniffed glue, breathed the contents of aerosol spray cans, or inhaled paints or sprays to get high one or more times during their lifetime

3% have used heroin, 3% have used meth, and 6% have used ecstasy at least once during their lifetime

Steroids

3% of male students and 2% of female students have used steroids without a doctor's advice

Injected Drug Use

2% of students have used a needle to inject any illegal drug into their body at least once during their lifetime

For additional information or a full copy of the 2009 Idaho YRBS Report visit www.sde.idaho.gov/site/csh/contact Coordinated School Health at 208.332.6929



A Healthy Look at Idaho Youth



Results of the 2009 Idaho Youth Risk Behavior Survey

Idaho State Department of Education



RESULTS OF THE 2009 IDAHO YOUTH RISK BEHAVIOR SURVEY

Prepared for the Idaho State Department of Education,
Tom Luna, State Superintendent of Public Instruction

November 2009

PREFACE

The Youth Risk Behavior Survey (YRBS) is one component of the Youth Risk Behavior Surveillance System developed by the Centers for Disease Control and Prevention in collaboration with representatives from 71 state and local departments of education and health, 19 other federal agencies, and national education and health organizations. The Youth Risk Behavior Surveillance System (YRBSS) was designed to focus the nation on behaviors among youth related to the leading causes of mortality and morbidity among both youth and adults and to assess how these risk behaviors change over time. The Youth Risk Behavior Surveillance System primarily measures behaviors that fall into six categories:

1. Behaviors that result in intentional and unintentional injuries and violence
2. Tobacco use
3. Alcohol and other drug use
4. Sexual behaviors that result in HIV infection, other sexually transmitted diseases and unintended pregnancies
5. Weight management and dietary behaviors
6. Physical activity

In addition to the six behavior categories, the 2009 Idaho YRBS collected information on other health-related information such as asthma, sleeping, sunlight and UV light exposure, and school-based social support and stability.

The body of this report highlights the results of the 2009 Idaho Youth Risk Behavior Survey and is intended for use by a broad audience including educators, health program planners, community organizations, youth, parents, legislators, and government agencies.

ACKNOWLEDGEMENTS

The 2009 Idaho Youth Risk Behavior Survey (YRBS) is one component of the surveillance and reporting system for adolescent risk behaviors developed by the Division of Adolescent and School Health (DASH), the National Center for Chronic Disease Prevention and Health Promotion, and the Centers for Disease Control and Prevention (CDC). The YRBS was first used in Idaho in 1991. The Idaho Department of Education and State Superintendent Tom Luna acknowledge the participation, support, and cooperation of those persons who made the 2009 Idaho Youth Risk Behavior Survey possible. Sincere appreciation is expressed to:

- The Centers for Disease Control and Prevention, Division of Adolescent and School Health, and the WESTAT Technical Assistance Project
- The school district superintendents, principals, teachers and students who participated in the 2009 Idaho Youth Risk Behavior Survey
- The Bureau of Environmental and Community Health, Division of Public Health, Idaho Department of Health and Welfare

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Healthy People 2010

Healthy People 2010 contains 467 objectives to improve the health of Americans by the year 2010. Because these objectives are national, not solely federal, the achievement of these objectives is dependent in part on the ability of health agencies at all levels of the government and non-governmental organizations to assess objective progress.

This report includes (where appropriate) selected national health objectives for the year 2010 and the corresponding 2003, 2005, 2007, and 2009 Idaho Youth Risk Behavior Survey measure.

Asterisked measures indicate those years where Idaho Youth Risk Behavior Survey data show that Idaho has met the HP2010 objective.

The following HP2010 objectives are included in the following section of this report:

HP 2010 Goal 26-6: **Riding with a driver who had been drinking alcohol** - Reduce the proportion of adolescents who report they rode, during the previous 30 days, with a driver who had been drinking alcohol to 30%

HP 2010 Goal 15-39: **Carrying a weapon** - Reduce weapon carrying by adolescents on school property to 6%

HP 2010 Goal 15-38: **Physical fighting** - Reduce physical fighting among adolescents

HP 2010 Goal 18-02: **Sadness and suicidal ideation and attempts** - Reduce the rate of suicide attempts by adolescents

HP 2010 Goal 27-02b: **Cigarette use** - Reduce use of cigarettes in the past month by adolescents to 16%

HP 2010 Goal 27-02a: **Current tobacco use** - Reduce use of any tobacco products in the past month by adolescents to 21%

HP 2010 Goal 26-11d: **Alcohol use** - Reduce the proportion of adolescents engaging in binge drinking during the previous 30 days

HP 2010 Goal 26-10b: **Marijuana use** - Reduce the proportion of adolescents reporting use of marijuana during the previous 30 days

HP 2010 Goal 26-9c: **Alcohol use** - Increase the proportion of high school seniors who have never used alcohol

HP 2010 Goal 26-9d: **Illicit drug use** - Increase the proportion of high school seniors who have never used illicit drugs

HP 2010 Goal 25-11d: **Sexual intercourse** - Increase the proportion of adolescents that abstain from ever having sexual intercourse

HP 2010 Goal 7-2g: **HIV education** - Increase the proportion of high schools that provide school health education to prevent unintended pregnancy, HIV/AIDS, and STD infection

HP 2010 Goal 19-3: **Overweight** - Reduce the proportion of overweight or obese (defined for this HP 2010 objective as being at or above the sex- and age-specific 95th percentile of BMI) adolescents to 5%

HP 2010 Goal 22-9: **Physical Education Participation** - Increase the proportion of adolescents who participate in daily school physical

HP 2010 Goal 22-11: **Watching television** - Decrease the proportion of adolescents who view television 2 or more hours per day to 25%

For further information about Healthy People 2010 visit the website at: www.healthypeople.gov

Introduction

This report describes the results of the 2009 Idaho Youth Risk Behavior Survey (YRBS). Idaho's State Department of Education (SDE) conducted the YRBS survey during the Spring 2009 school semester. Similar surveys were conducted in 1991, 1993, 1995, 2001, 2003, 2005 and 2007.

Mortality, morbidity, and social problems which Idaho teenagers encounter are largely related to a small number of negative behaviors such as drinking and driving, sexual intercourse at a young age, suicide, and lack of seatbelt use, etc. Tobacco use, excessive consumption of fats, and insufficient physical activity (behaviors formed during adolescence) are known to lead to diseases which are not manifested until adulthood. These behaviors and associated health problems are largely preventable.

Survey results for each of the six risk categories (i.e. injury, tobacco use, alcohol and other drug use, sexual behaviors, poor diet, and physical inactivity) are presented in four parts:

- an overview of the risk factor as it applies to Idaho high school students
- highlights of the 2009 Idaho YRBS results in bullet form
- graphic illustration of 2009 YRBS key findings among grades and sexes
- selected adolescent health objectives for the Year 2010 (Healthy People 2010)

For readers desiring additional information, this report includes 2001 to 2009 trends for many of the YRBS measures. The report appendix includes a question-by-question summary of survey results and a copy of the 2009 questionnaire. Contact Patricia Stewart, Idaho State Department of Education, for more information about the use of the YRBS in school health education programs: (208) 332-6929.

Survey Methods

Sampling

The 2009 Idaho Youth Risk Behavior Survey employed a two-stage cluster sample design to produce representative samples of students in grades 9 through 12 in Idaho's public school system. The first-stage sampling frame included all public schools containing any grades 9 through 12. Schools were selected systematically with probability proportional to school enrollment size using a random start. At the second sampling stage, intact classes of a required subject or a required period (e.g., second period) were randomly selected using systematic equal probability sampling with a random start. All students in selected classes were eligible to participate in the survey.

Data Collection

Students completed the self-administered questionnaire in their classrooms during a regular class period, recording their responses directly on a computer-scannable answer sheet. The 2009 Idaho YRBS questionnaire contained 96 multiple-choice questions plus two additional questions to collect student height and weight. Survey procedures were designed to protect students' privacy by allowing for anonymous and voluntary participation. Local parental permission procedures were followed before survey administration. A copy of this survey is included in the appendix of this report or can be obtained from the SDE: (208)332-6929.

Data Weighting

Based on the sampling methodology, a weight was associated with each student's responses in order to reflect the likelihood of sampling each student and to reduce bias by compensating for differing patterns of nonresponse. For more information regarding the methodology used to weight the data contact the SDE. The weighted results can be used to make important inferences concerning the priority health-risk behaviors of all regular Idaho public school students in grades 9 through 12.

Survey Limitations

The YRBS does have several limitations which may impact the reliability and usefulness of the results. The 2009 Idaho survey is administered to students enrolled in one of Idaho's public schools. Many teens who are at the highest risk for unhealthy behaviors may have dropped out of school and therefore are not represented by these results. In addition, respondents of self-reported surveys may have a tendency to under-report behaviors that are socially undesirable, unhealthy, or illegal (bullying, drug, alcohol and tobacco use, sexual assault, etc.) and over report behaviors which are socially desirable (exercise frequency, healthy diet, seat-belt use, etc.). Despite these limitations, YRBS data can be useful in tracking behaviors over time (trend data) and in making adolescent health program decisions.

2009 YRBS Definitions by Topic Area

Substance Use

Current Use – is defined as engaging in use of a substance (i.e., tobacco, alcohol, or other drugs) on one or more occasions during the 30 days previous to being surveyed.

Lifetime Use – is defined as engaging in use of a substance on one or more occasions at any time during the respondent's lifetime previous to being surveyed.

Race/Ethnicity

Hispanic – includes all students who selected the response “yes” to the question, “Are you Hispanic or Latino?”

Other races – includes all students who selected one or more of the following responses to the question “What is your race?": “American Indian or Alaska Native,” “Asian,” or “Native Hawaiian or Other Pacific Islander.”

White – includes all students who selected “White” when asked “What is your race?”; and selected “no” to the question “Are you Hispanic or Latino?”

Statistical Significance

Significant – referring to statistical significance; the word significant is used solely in this report to describe any statistically significant differences that exist between two or more measures being reported. Statistical significance was determined based on non-overlapping 95% confidence intervals associated with each of the compared measures.

It is important to note that although differences between groups (e.g., between males and females, or between grade levels) or differences from year to year may not always be statistically significant, the results may be programmatically significant or significant on a practical level.

2009 Survey Summary

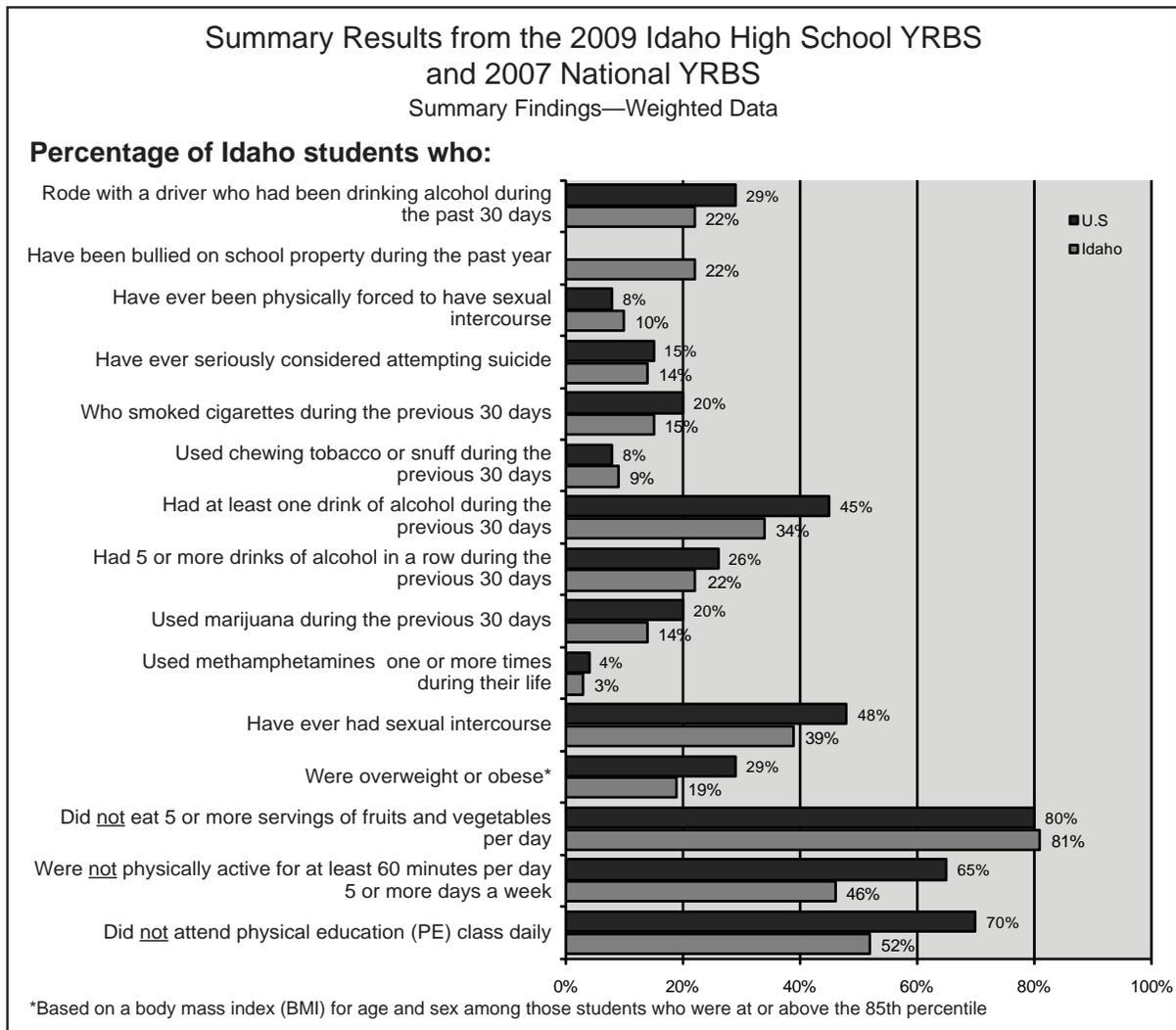
Participants

The 2009 Idaho Youth Risk Behavior Survey (YRBS) was completed by 2,164 students in 53 public high schools in Idaho during the spring of 2009. The school response rate was 93%, the student response rate was 84%, and the overall response rate was 79%. The results are representative of all students in grades 9-12.

The weighted demographic characteristics of the sample are as follows:

Female	48.4%	9th grade	26.4%	African American	0.6%
Male	51.6%	10th grade	25.4%	Hispanic/Latino	12.7%
		11th grade	24.8%	White	82.6%
		12th grade	23.2%	All other races	2.3%
				Multiple races	1.8%

Note: Due to rounding and/or weighting of results, and the overlap among racial and ethnic groups, the above demographic group totals may not add up to 100%.



2009 Idaho Youth Risk Behavior Survey Results

The following section includes students' responses to the 2009 Idaho YRBS by topic area: unintentional and intentional injuries, tobacco use, alcohol and other drug use, sexual behaviors, weight management and dietary behaviors, and physical activity. The results reported in this section include selected highlights of the 2009 Idaho YRBS. More detailed results are available in the trend results section (pages 23-33) and the question by question results section (pages 38-60) those measures that have shown significant change over time, or those measures that have not shown any significant change despite the need for improvement in order to reduce students' risk for injury or long-term health effects. The term "significant" is used to denote when statistically significant differences are considered to exist based on non-overlapping 95% confidence intervals.

Unintentional & Intentional Injuries

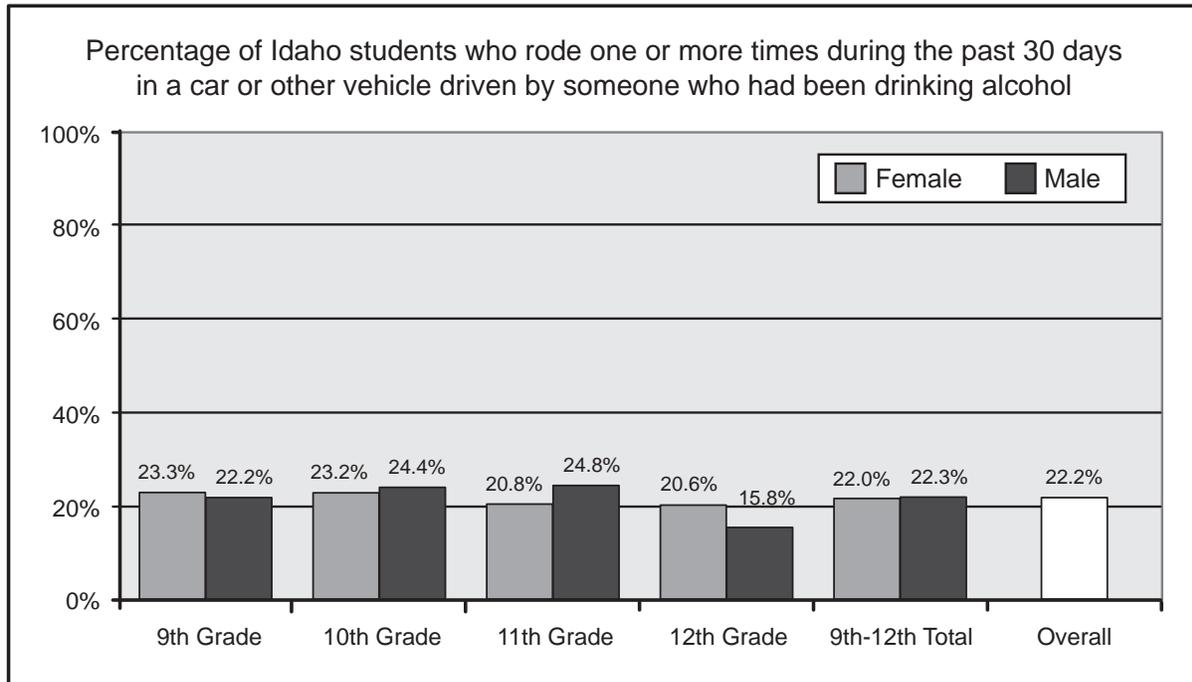
The 2009 Idaho YRBS questionnaire contained 26 questions about violence-related behaviors (weapon carrying, bullying, fighting, intimate partner violence, rape, and suicide) and injury-prevention behaviors (helmet use, seatbelt use, and drunk driving).

Accidents (unintentional injuries) are the leading cause of death among Idaho teens and young adults. In 2007, there were 87 deaths among Idahoans aged 15 to 24, representing 48% of all deaths in that age-group. In particular, motor vehicle accidents account for the majority of accidental deaths as 58 of the 87 deaths (67%) were associated with motor vehicle accidents.¹

Head injury is the leading cause of death in motorcycle and bicycle crashes, although helmets substantially reduce the risk for serious head injuries.^{2,3} Compared with other age groups, teens have the lowest rate of seat belt use.⁴

Injury in Idaho

- One in ten Idaho high school students drove a vehicle in the previous 30 days when he or she had been drinking alcohol
- Hispanic students (31%) were significantly more likely than White students (21%) to have ridden in a vehicle driven by someone who had been drinking
- Male students (11%) were almost twice as likely as female students (6%) to say they never or rarely wore a seatbelt when riding in a car driven by someone else
- Among those students who rode a bicycle in the previous 12 months, 85% never or rarely wore a bicycle helmet



HP 2010 Goal 26-6: Riding with a driver who had been drinking alcohol
Reduce the proportion of adolescents who report they rode, during the previous 30 days, with a driver who had been drinking alcohol to 30%

Idaho 2003: 24% Idaho 2005: 28%* Idaho 2007: 30% Idaho 2009: 22%*

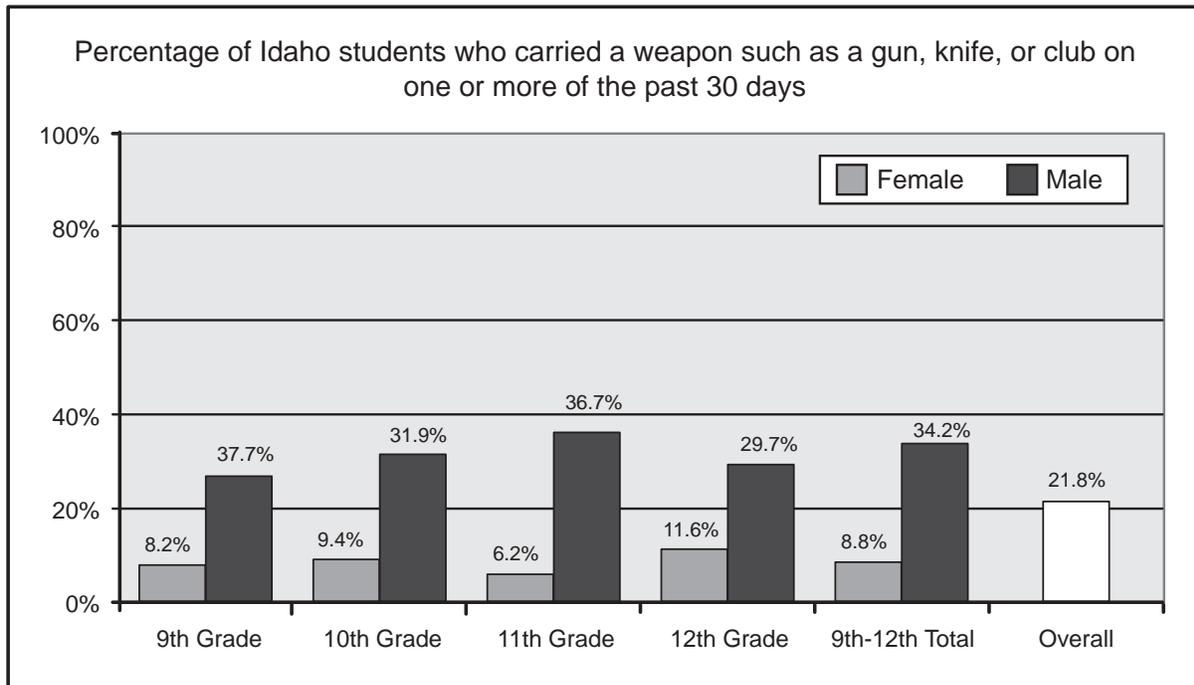
Unintentional & Intentional Injuries

Approximately nine out of ten homicide victims in the United States are killed with a weapon of some type, such as a gun, knife, or club.⁵ Unintentional firearm-related fatalities are also a critical problem among children and young adults in the United States.⁶ In 2007, 183 Idahoans died as a result of firearm-related injuries.¹

One in four Idaho high school students (22%) carried some type of weapon (at any time) on one or more of the previous 30 days while 7% of students reported carrying a weapon on school property during the same timeframe. One in twelve students (8%) reported that they had been threatened or injured with a weapon on school property during the previous year.

Injury in Idaho

- Male students (34%) were four times as likely as female students (8%) to have carried a weapon on one or more of the previous 30 days
- Male students (14%) were significantly more likely than female students (3%) to have carried a gun during the previous 30 days
- White students (9%) were almost twice as likely to have carried a gun during the previous 30 days than Hispanic students (5%)
- One-third of all students had property, such as their car, clothing, or books stolen or deliberately damaged on school property one or more times during the previous 12 months



HP 2010 Goal 15-39: **Carrying a weapon**

Reduce weapon carrying by adolescents on school property to 6%

Idaho 2003: 8%

Idaho 2005: N/A

Idaho 2007: 9%

Idaho 2009: 7%

Unintentional & Intentional Injuries

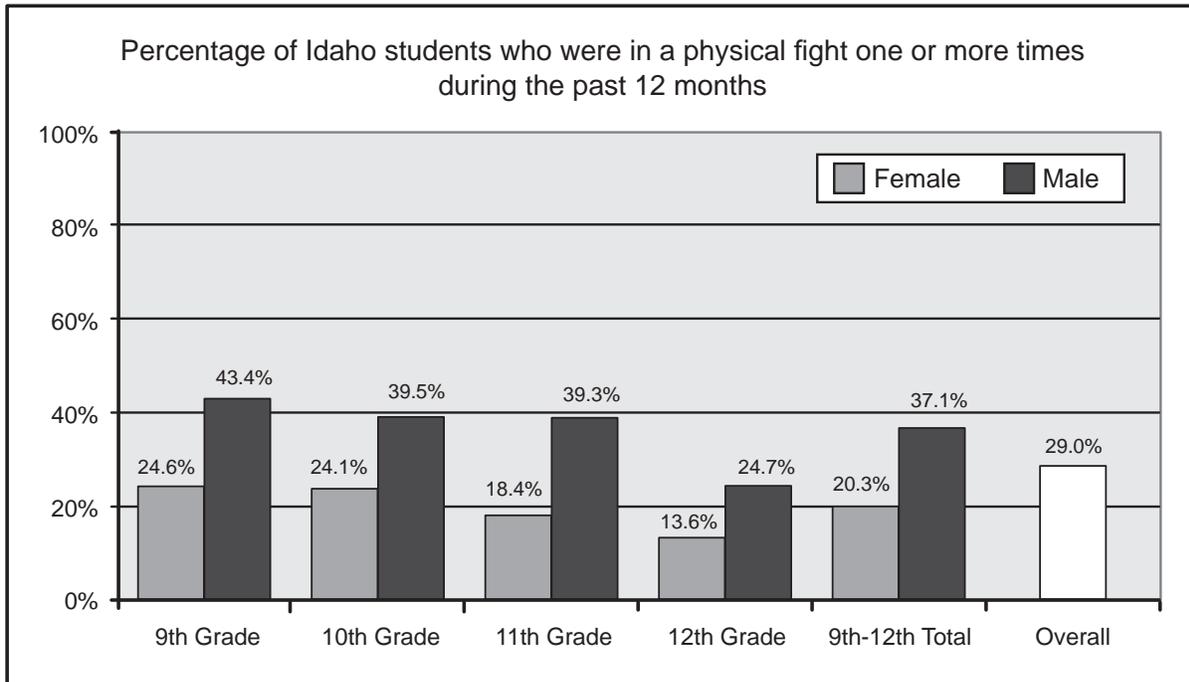
YRBS injury-related questions measured the frequency and severity of physical fighting and abusive behavior. Among Idaho high school students, 29% were in a physical fight, 8% were threatened or injured with a weapon on school property, and 22% had been bullied at school during the previous year.

Forced sex has been associated with suicidal ideation and attempts,⁷ alcohol and drug use,⁸ and increased risk of chronic diseases and somatic symptoms in both reproductive and nonreproductive organ systems.⁹

In Idaho, 14% of female students and 5% of male students report they have been physically forced to have sexual intercourse. One in ten Idaho students report they have been hit or slapped on purpose by their boyfriend or girlfriend during the previous year.

Injury in Idaho

- Male students (17%) were more than twice as likely than female students (7%) to have been in a fight on school property during the previous 12 months
- 38% of Hispanic students (compared to 28% of White students) were in a physical fight one or more times in the previous 12 months
- 11% of high school students were hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the previous 12 months
- 33% of all Hispanic students reported that they had been teased or called names because of their race or ethnic background (compared to 7% of White students)



HP 2010 Goal 15-38: **Physical fighting**
Reduce physical fighting among adolescents

Idaho 2003: 28% Idaho 2005: 32% Idaho 2007: 30%* Idaho 2009: 29%*

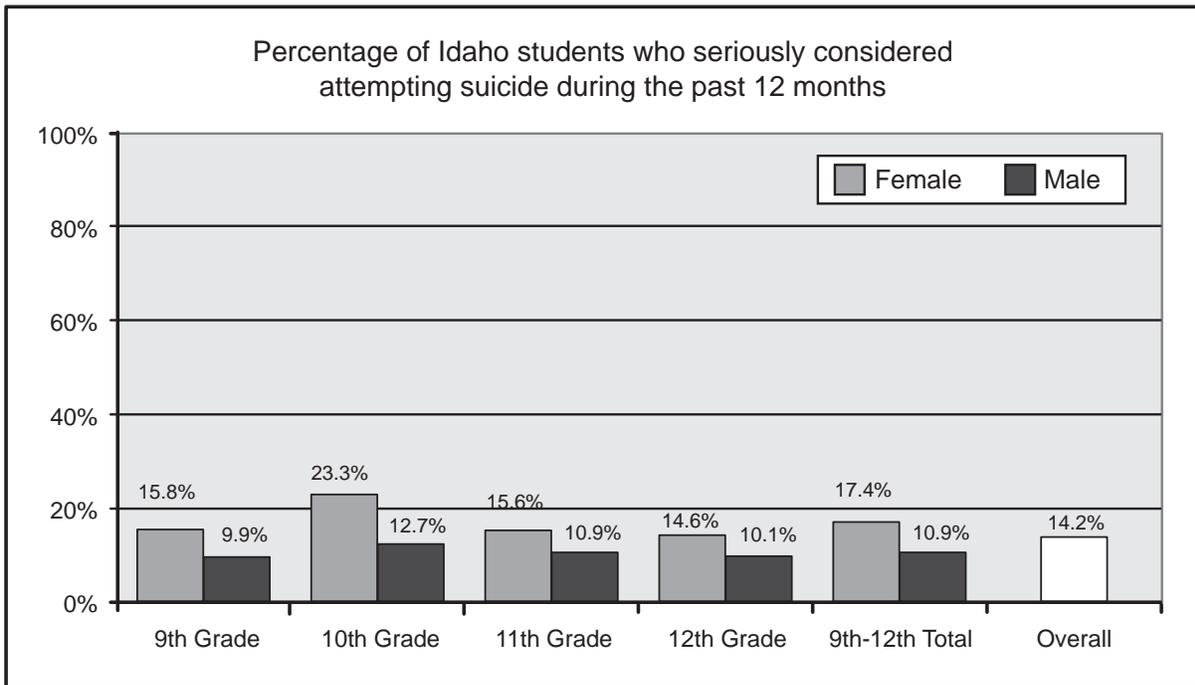
Unintentional & Intentional Injuries

In 2007, suicide was the 2nd leading cause of injury related deaths among youth aged 15 to 19 in Idaho, and 45 Idahoans between the ages of 15 and 24 committed suicide.¹

According to results of the 2009 Idaho YRBS, 14% of all high school students seriously considered attempting suicide, 13% said they made a plan for how they would attempt suicide, and 8% reported attempted suicide during the previous year. In addition, 2% of Idaho students reported having made a suicide attempt that results in an injury, poisoning, or overdose that had to be treated by a doctor or nurse. Suicidal ideation is significantly more likely to occur more often among high school females than males in Idaho.

Injury in Idaho

- Female students (36%) were significantly more likely than male students (21%) to report they felt so sad or hopeless almost every day for two weeks or more that they stopped doing some usual activities within the previous 12 months
- Female students (17%) were significantly more likely than male students (11%) to have seriously considered attempted suicide during the previous 12 months
- Although not statistically significant, female students (8%) were more likely to actually attempt suicide one or more times during the previous year than male students (5%)



HP 2010 Goal 18-02: **Sadness and suicidal ideation and attempts**
Reduce the rate of suicide attempts by adolescents

Idaho 2003: 9% Idaho 2005: 9% Idaho 2007: 8%* Idaho 2009: 7%*

Tobacco Use

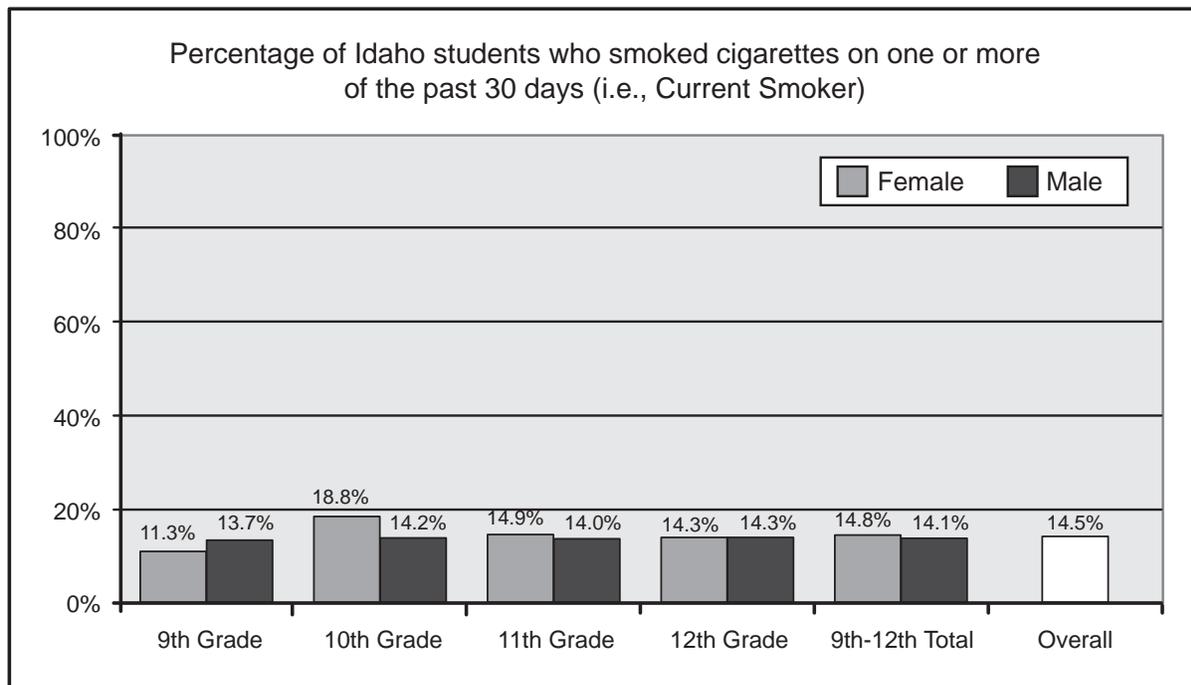
The 2009 Idaho YRBS questionnaire contained 11 questions about tobacco use, including smoking experimentation, current smoking patterns, age of initiation, adherence to Federal regulations regarding sale of cigarettes, smoking on school property, and attempts to quit smoking.

Tobacco use is considered the chief preventable cause of death in the United States with an estimated 18% of all deaths attributed to tobacco use.^{10,11} If current patterns of smoking behavior persist, an estimated 24,000 Idaho youth are projected to die prematurely from smoking-related illnesses.¹²

Among students who report current cigarette use, 6% smoked more than 10 cigarettes per day on the days they smoked and 9% of all high school students have smoked daily (that is at least one cigarette a day for 30 days).

Tobacco Use in Idaho

- 40% of all high school students have tried cigarette smoking, and 9% smoked a whole cigarette before age 13
- 15% of all students smoked on one or more of the past 30 days (i.e. current smokers)
- 4% of students smoked on 20 or more of the past 30 days (i.e. frequent smokers)
- When it comes to smoking experimentation, Hispanic students are significantly more likely than White students to have both ever tried smoking and to have smoked before age 13
- Among students who do smoke, 60% tried to quit at least once during the previous 12 months.



HP 2010 Goal 27-02b: Cigarette use

Reduce use of cigarettes in the past month by adolescents to 16%

2003: 14%*

2005: 16%*

2007: 20%

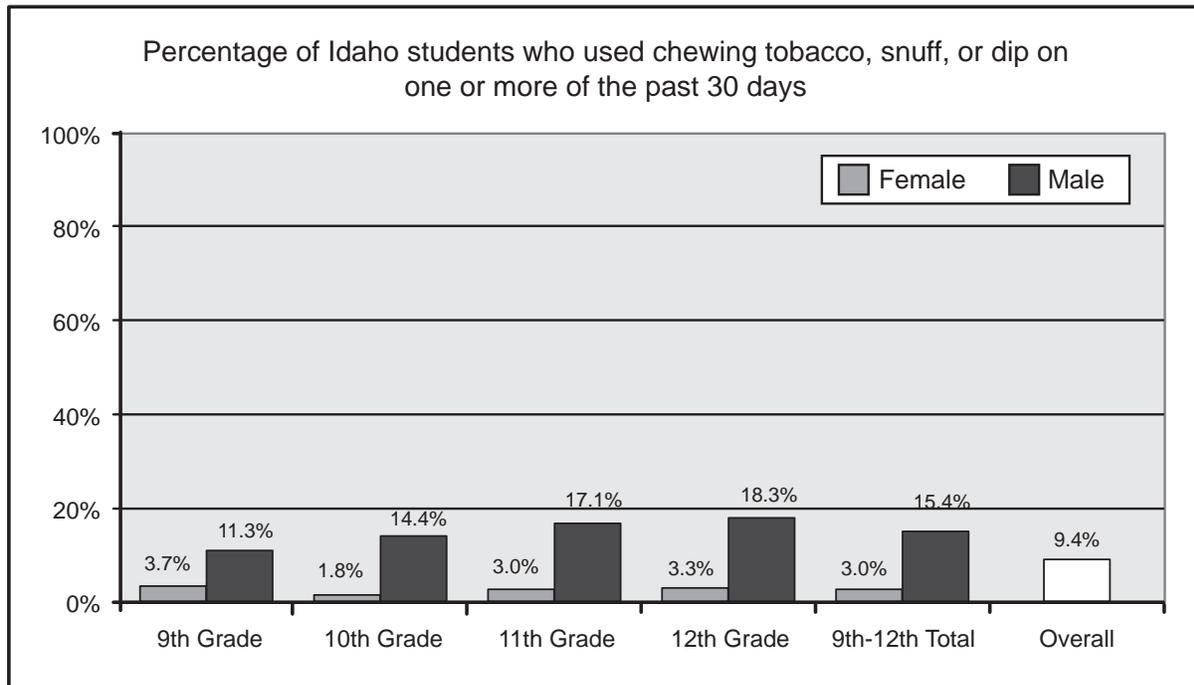
2009: 15%*

Tobacco Use

In the past 40 years, smokeless tobacco use has changed from a product used by older adults, particularly men, to a product used mostly by young men and boys. Despite being thought of as a safe alternative to smoking, smokeless tobacco increases the risk of many health problems and chronic conditions; and evidence shows that teens who use smokeless tobacco have a higher risk of becoming cigarette smokers within four years compared to those students who do not use smokeless tobacco.¹³

Tobacco Use in Idaho

- 15% of male students and 3% of female students used chewing tobacco, snuff, or dip on one or more of the previous 30 days
- 6% of students used chewing tobacco, snuff, or dip on school property on one or more of the previous 30 days
- 16% of male students and 8% of female students smoked cigars or cigarillos on one or more of the previous 30 days
- Male students (26%) were significantly more likely than female students (17%) to have used any form of tobacco during the previous 30 days



HP 2010 Goal 27-02a: **Current tobacco use**
Reduce use of any tobacco products in the past month by adolescents to 21%

Idaho 2003: 18%* Idaho 2005: 21%* Idaho 2007: 26% Idaho 2009: 22%

Alcohol and Other Drug Use

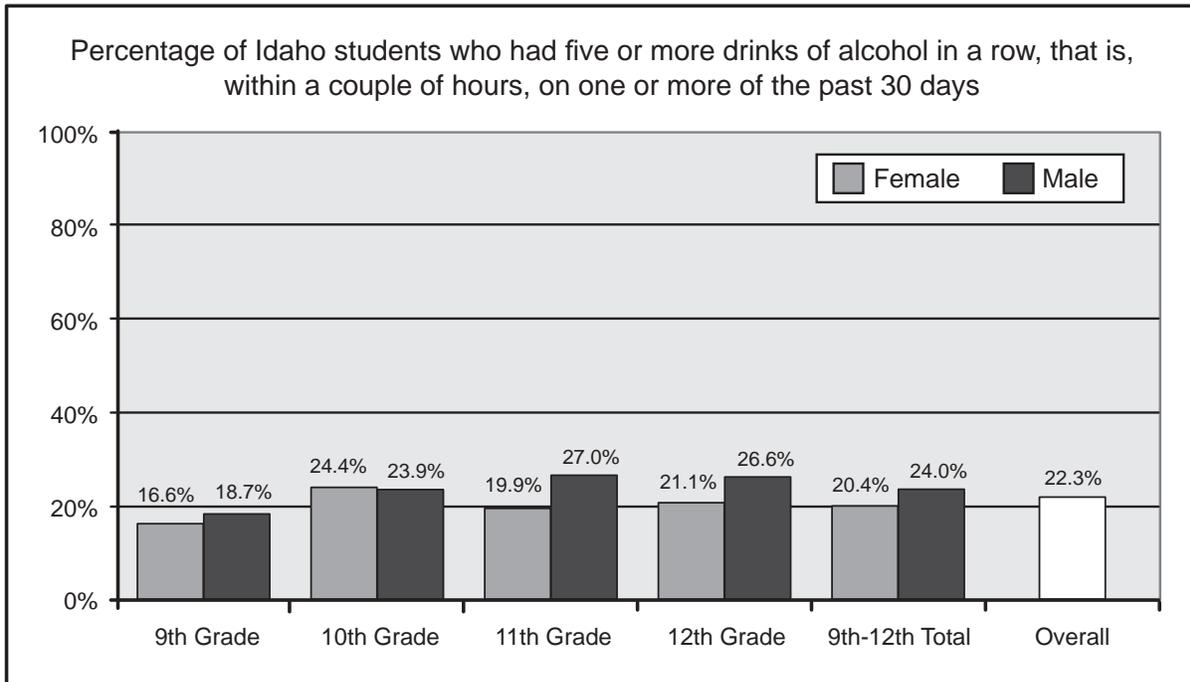
The 2009 Idaho YRBS questionnaire contained 19 questions about alcohol and other drugs, including: alcohol initiation and current use; marijuana, cocaine, heroin, methamphetamine, and ecstasy use; inhalant (like paint or other aerosols); steroid; and injected drug use.

Roughly one-third of crash-related deaths among persons aged 15-17 years and nearly half of those among persons aged 18-20 years are alcohol-related in the U.S.¹⁴ In addition, the prevalence of drinking and driving increases substantially among youth and young adults with the frequency of alcohol use and is strongly associated with binge drinking.¹⁵

In Idaho, 63% of high school students have drunk alcohol in their lifetimes. One in five (22%) Idaho students engaged in binge drinking (defined as having five or more drinks in a row) during the 30 days prior to completing the survey.

Alcohol and Other Drug Use in Idaho

- 34% of high school students had at least one drink of alcohol during the 30 days prior to the survey (i.e., current drinking)
- Hispanic students (32%) were significantly more likely than White students (17%) to have had their first drink of alcohol before age 13
- 41% of high school students who reported drinking alcohol in the previous 30 days, usually were given the alcohol
- 4% of students reported having at least one drink of alcohol on school grounds during the previous 30 days.



HP 2010 Goal 26-11d: **Alcohol use**

Reduce the proportion of adolescents engaging in binge drinking during the previous month

Idaho 2003: 23% Idaho 2005: 28% Idaho 2007: 30% Idaho 2009: 22%*

Alcohol and Other Drug Use

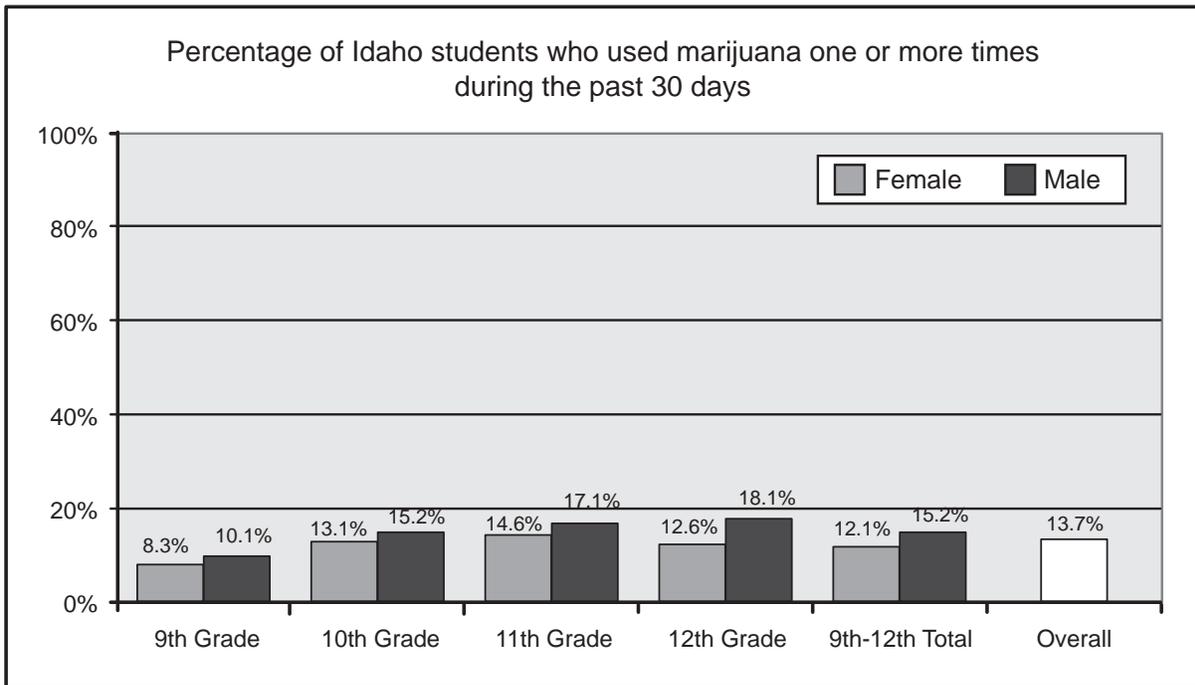
Recent estimates show that one in six American teens (aged 12 to 17) and just over half of all Americans aged 18 to 24 have used marijuana.¹⁶

Although marijuana is an illegal substance, 14% of Idaho's high school students smoked marijuana during the previous month, and 30% have smoked it at least once in their lives. Nationally, 20% of all high school students smoked marijuana in the previous month and just over one-third (38%) of all high school students have used marijuana at least once during their lives.¹⁷

Despite improvements in recent years, drug use is greater among high school students and other young adults in the U.S. than in any other industrialized nation in the world.¹⁸ A recent study found that Cannabis use in the US and New Zealand (both 42%) was far higher than in any other country. The US was also an outlier in cocaine use (16%), well above averages found in other countries.¹⁹

Alcohol and Other Drug Use in Idaho

- One in three Idaho high school students has used marijuana one or more times during his or her lifetime
- Male students (8%) were twice as likely as female students (4%) to have tried marijuana for their first time before the age of 13
- Current marijuana use is highest among 12th grade male students with 18% reporting using marijuana one or more times in the previous 30 days



HP 2010 Goal 26-10b: Marijuana use

Reduce the proportion of adolescents reporting use of marijuana during the previous month

Idaho 2003: 15% Idaho 2005: 17% Idaho 2007: 18% Idaho 2009: 14%*

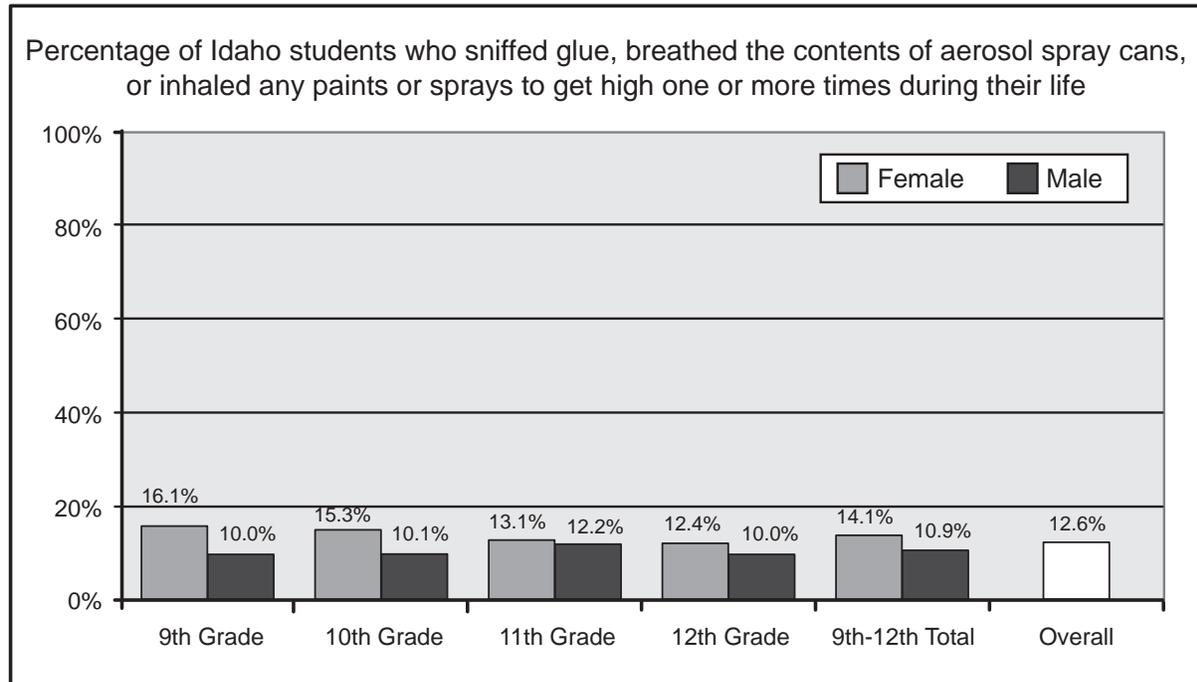
Alcohol and Other Drug Use

In addition to morbidity and mortality due to injury, drug abuse is related to suicide, early unwanted pregnancy, school failure, delinquency, and transmission of sexually transmitted diseases, including HIV.^{20,21}

In Idaho, 6% of students have ever tried cocaine and 2% used it in the month prior to completing the YRBS survey. Despite being illegal substances, cocaine, heroin and methamphetamine was used by 3% of students during their lifetimes. Lifetime ecstasy use was reported by 6% of students. Inhaling substances to get high at least once was reported by 13% of Idaho's students, with Hispanic students being at significantly greater risk than White students for lifetime inhalent use, lifetime and current cocaine use, and ecstasy use.

Alcohol and Other Drug Use in Idaho

- 9th grade females (16%) had the highest risk for lifetime inhalent use compared to an inhalent use rate of 13% among all students.
- 6% of high school students used ecstasy one or more times in his or her lifetime
- Lifetime cocaine use was highest among Other race students (14%) and Hispanic students (12%) compared to White students (4%) for those who have used cocaine one or more times during his or her lifetime
- Hispanic students (7%) and Other race students (8%) were significantly more likely to have used cocaine in the past month compared to White students (2%)



HP 2010 Goal 26-9c: Alcohol use
Increase the proportion of high school seniors who have never used alcohol

Idaho 2003: N/A Idaho 2005: N/A Idaho 2007: N/A Idaho 2009: N/A

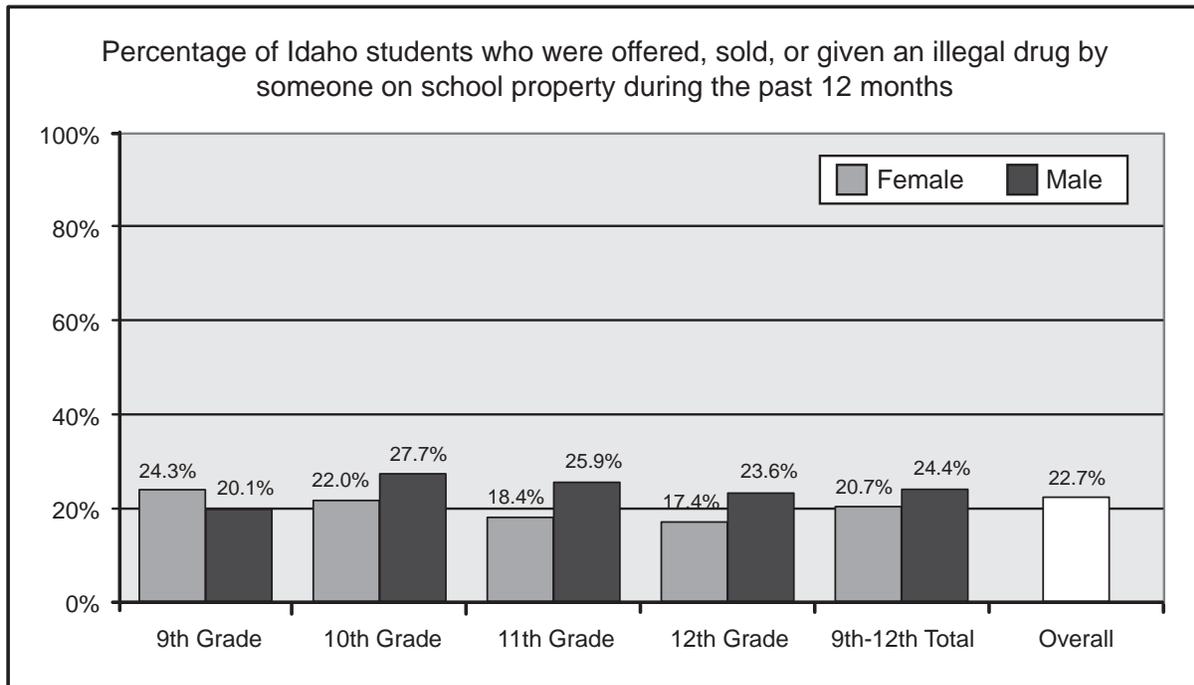
Alcohol and Other Drug Use

Methamphetamine (also known as “meth,” “speed,” “crystal,” “crank,” “go,” and “ice”) is the most widely illegally manufactured, distributed, and abused type of amphetamine. In the United States, 4% of high school students have used methamphetamine at least once during his or her lifetime.¹⁷

The rate of lifetime methamphetamine use is 3% among Idaho high school students, while the greatest lifetime methamphetamine use was reported by 11th grade males (5%).

Alcohol and Other Drug Use in Idaho

- 3% of Idaho high school students report having used heroin at least once during their lives, and 2% of students have used a needle to inject an illegal drug into their body
- 6% of Hispanic students and 2% of White students have used meth one or more times during their lives
- Nearly one in four (23%) Idaho high school students were offered, sold, or given an illegal drug on school property during the previous 30 days



HP 2010 Goal 26-9d: Illicit drug use

Increase the proportion of high school seniors who have never used Illicit drugs

2003: 63%

2005: 54%

2007: N/A

2009: N/A

Sexual Behavior

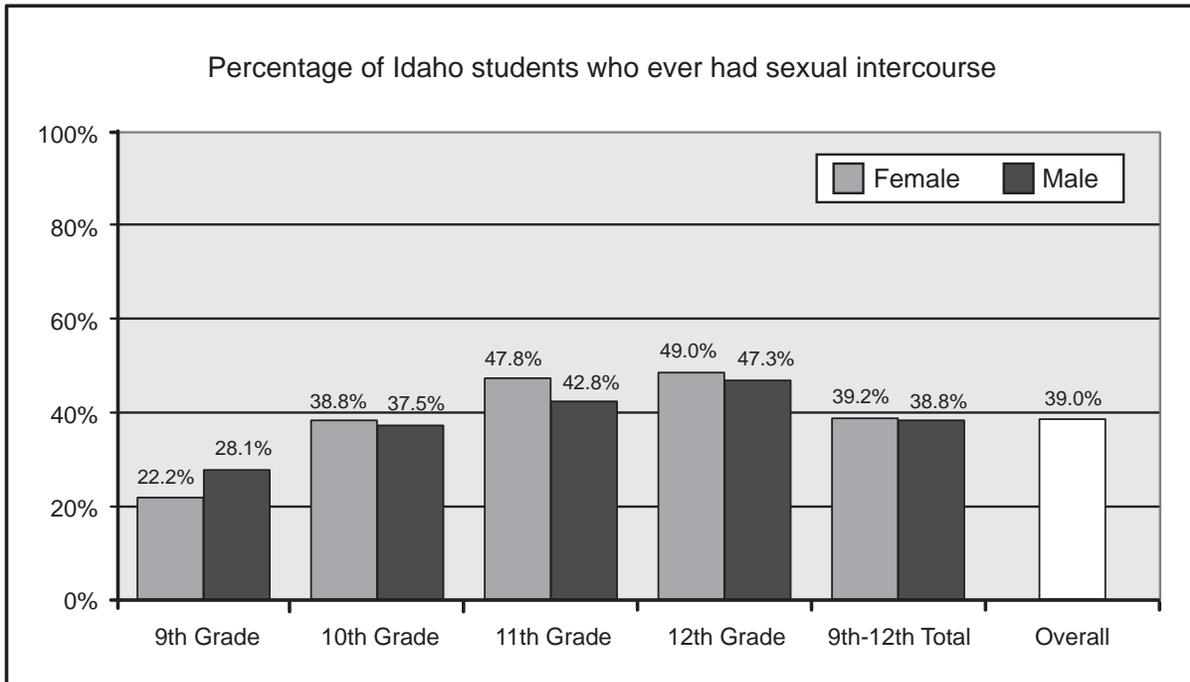
The 2009 Idaho YRBS included three sexual behavior questions that measured the prevalence of sexual activity, alcohol and/or drug use prior to sexual activity, age at first intercourse, and two questions about HIV education.

Each year in the United States almost one million teenage girls become pregnant and roughly 275,000 teenagers obtain an abortion.²² In Idaho, there were 1,609 out-of-wedlock births and 430 abortions among women aged 15 to 19 in 2007.¹ Early sexual activity is associated with unwanted pregnancy and sexually transmitted diseases, including HIV infection, and negative effects on social and psychological development.²³

Although 61% of Idaho students have abstained from having sex, 39% have had sexual intercourse.

Sexual Behavior in Idaho

- 4% of Idaho students had sex for the first time before the age of 13.
- Hispanic students (51%) were significantly more likely than White students (37%) to have ever had sexual intercourse
- 8% of all students reported they drank alcohol or used drugs before they had sexual intercourse the last time
- 12th grade students (48%) were significantly more likely than 9th grade students (25%) to have ever had sexual intercourse



HP 2010 Goal 25-11d: Sexual intercourse
 Increase the proportion of adolescents that abstain from ever having sexual intercourse

Idaho 2003: 64% Idaho 2005: 61% Idaho 2007: 58% Idaho 2009: 61%*

Sexual Behavior

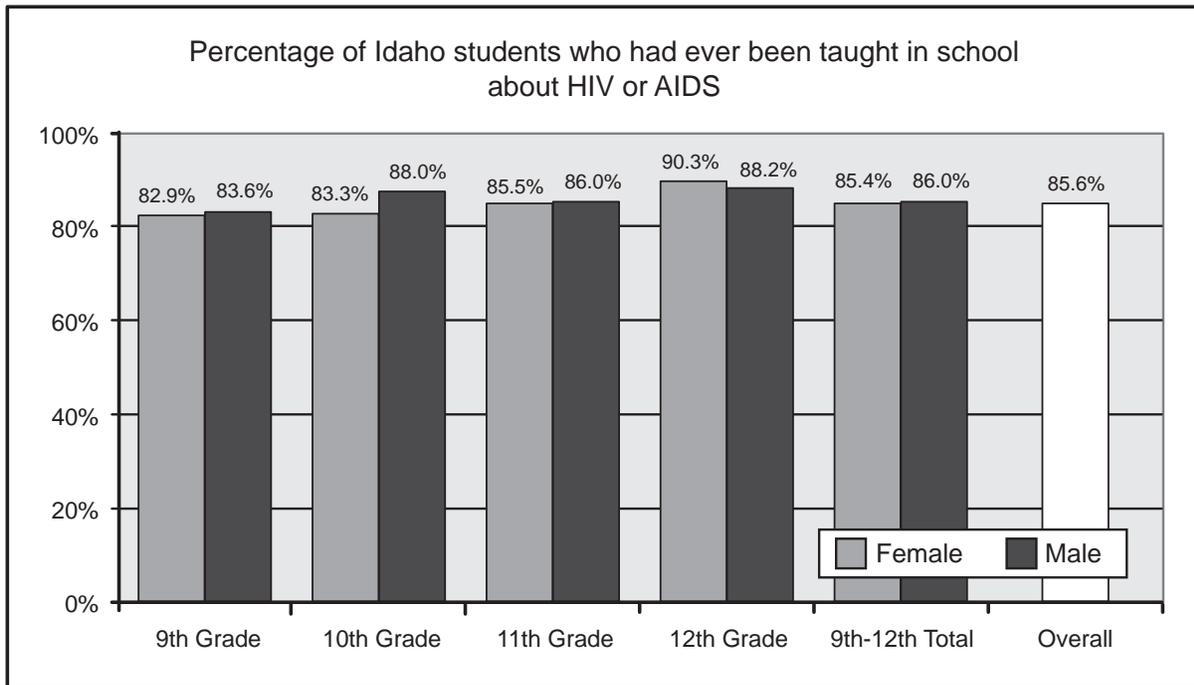
HIV/AIDS has claimed the lives of over 550,000 Americans. Today, about 1.1 million Americans are living with HIV, the virus that causes AIDS, and one-fifth of those infected are unaware of their infection.²⁴

An estimated 4,900 young people nationally received a diagnosis of HIV or AIDS, representing about 13% of the persons given a diagnosis during 2004.²⁵

Nationally, the rate of high school students that have received education in school about HIV or AIDS is 90%.¹⁷ In Idaho, 86% of all high school students have been taught about HIV or AIDS and 90% of all 12th grade students say they have received some education about HIV or AIDS during school.

Sexual Behavior in Idaho

- 89% of 12th grade students and 83% of 9th grade students have been educated on HIV or AIDS
- 48% of students said they have talked about HIV or AIDS with their parents or other adults in their family
- Hispanic students (53%) were more likely to have talked about HIV with their parents than were White students (47%)
- Hispanic students (71%) were much less likely than White students (85%) to report having been taught in school about HIV or AIDS



HP 2010 Goal 7-2g: HIV education

Increase the proportion of high schools that provide school health education to prevent unintended pregnancy, HIV/AIDS, and STD infection

2003: 84%

2005: 91%

2007: N/A

2009: 86%

Weight Management and Dietary Behaviors

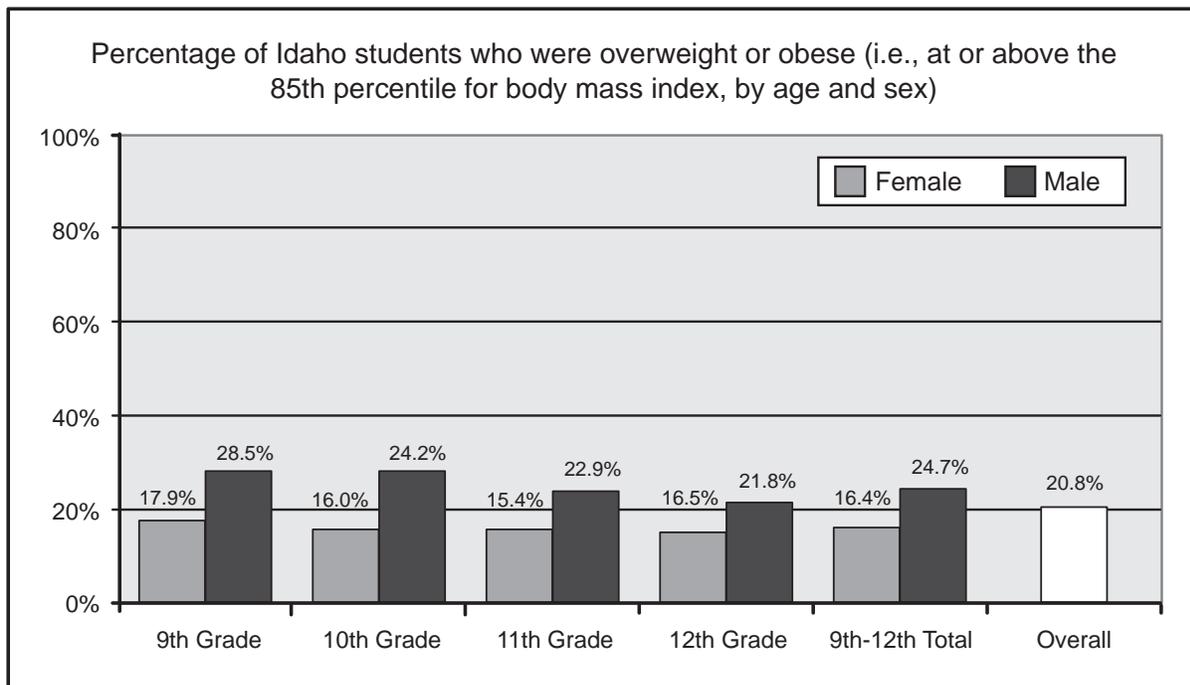
The 2009 Idaho YRBS contained 18 questions about dietary behavior measuring self-reported height and weight, self-perception of body weight status, specific weight control behaviors, and fruit and vegetable consumption.

In adolescence, obesity is associated with hypertension, abnormal glucose tolerance, and adverse psychological and social consequences. In the long term, regular physical activity decreases the risk of dying prematurely, dying of heart disease, and developing diabetes, colon cancer, and high blood pressure.²⁶

According to self-reported height and weight measurements, 12% of Idaho high school students are overweight and 9% are considered obese (based on BMI*).

Weight Management and Dietary Behaviors in Idaho

- Male students (12%) were significantly more likely to be overweight than female students (5%)
- Female students (32%) were significantly more likely than male students (23%) to describe themselves as overweight
- Hispanic students (14%) were significantly more likely to be overweight than White students (8%)
- Among female students; 14% went without eating for 24 hours, 7% took diet drugs, and 6% vomited or took laxatives, in order to lose weight



*The Idaho YRBS uses self-reported weight and height to calculate the Body Mass Index (BMI), defined as weight in kilograms divided by the square of height in meters. Students are considered to be overweight if they have a BMI greater than the 85th percentile but less than the 95th percentile. Obese students are defined as those with a BMI greater than the 95th percentile.

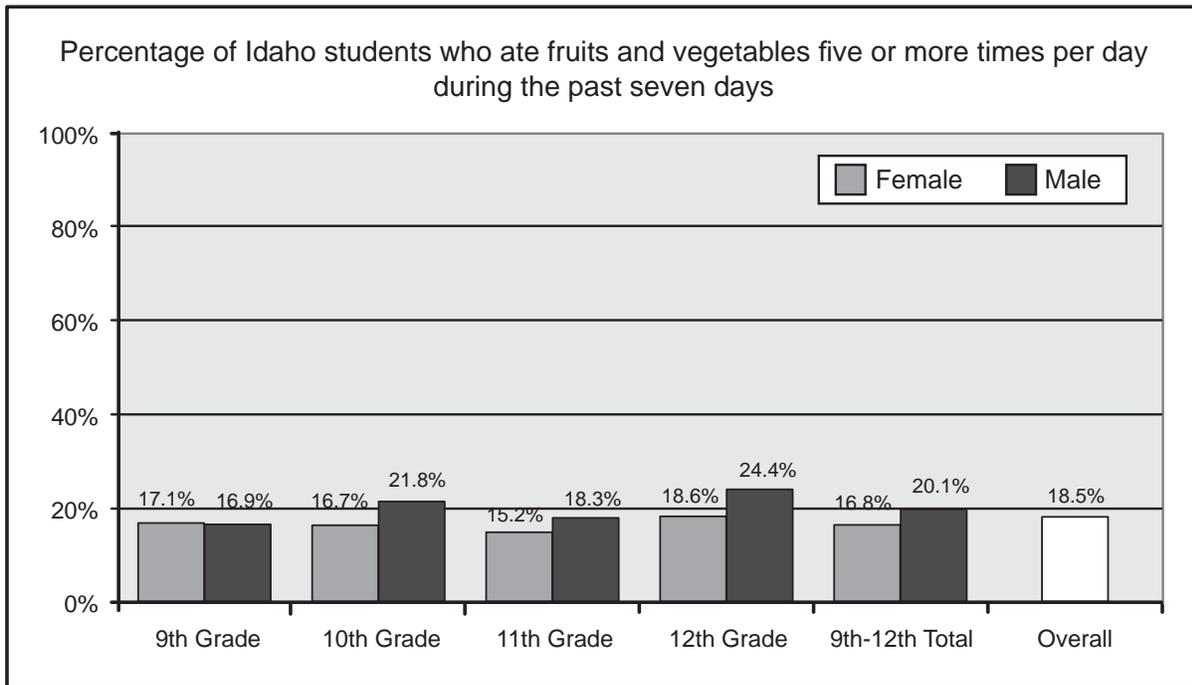
Weight Management and Dietary Behaviors

Americans typically consume 33% of their calories from fat.²⁷ Because lifetime dietary patterns are established during youth, adolescents should be encouraged to choose nutritious foods and to develop healthy eating habits.²⁸ For students to meet current nutritional recommendations, they would need to substantially lower their intake of added fats, refined grains, and added sugars and sweeteners and increase their consumption of fruits, vegetables, whole grains, and lower-fat milk and milk products.²⁹

During the week prior to the survey, 19% of all students had five or more servings of fruits and vegetables per day. Nearly three-fourths (70%) of Idaho students ate a green salad one or more times during the previous week. Male students (26%) were significantly more likely to drink three or more glasses of milk per day than female students (14%).

Weight Management and Dietary Behaviors in Idaho

- Female students (74%) were significantly more likely than male students (64%) to have eaten a green salad on one or more occasions during the previous week
- 44% of all students ate breakfast every morning during the previous week
- Two-thirds (66%) of all students reported eating four or more meals with their family during the previous week
- One in five (20%) students bought at least part of their lunch from a vending machine on one or more of the previous week



HP 2010 Goal 19-3: **Overweight**

Reduce the proportion of overweight or obese (defined for this HP 2010 objective as being at or above the sex- and age-specific 95th percentile of BMI) adolescents to 5%

2003: 7%

2005: 7%

2007: 11%

2009: 9%

Physical Activity

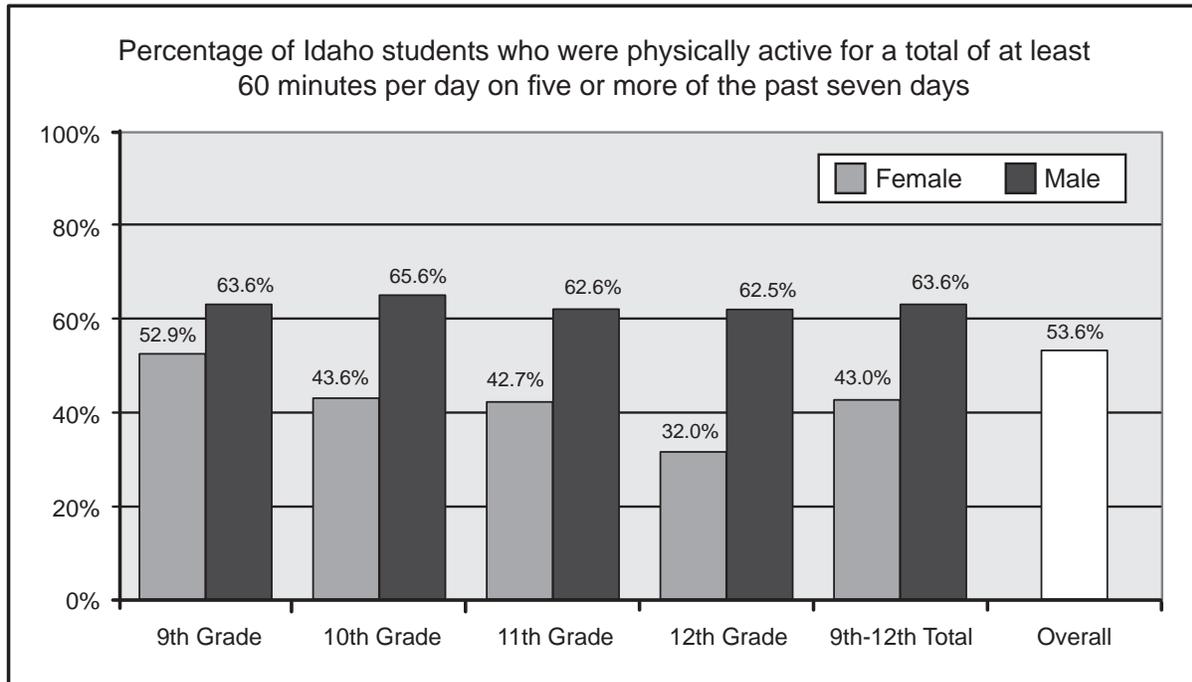
Idaho's 2009 YRBS contained five (5) questions measuring participation in physical activity, physical education classes, sports teams, non-school-related computer use, and television watching.

Physical activity helps build and maintain healthy bones and muscles; control weight, build lean muscle, and reduce fat; and reduce feelings of depression and anxiety and promote psychological well-being.³⁰ National statistics indicate that nearly two-thirds (65%) of high school students do not engage in the recommended level of physical activity.¹⁷

In Idaho, 54% of all high school students reported they exercised for at least 60 minutes per day on five or more of the previous seven days.

Physical Activity in Idaho

- Male students (64%) were significantly more likely than female students (43%) to be physically active for a total of 60 minutes or more per day on five or more of the previous seven days
- Male students (31%) were significantly more likely than female students (16%) to attend PE classes daily during an average school week
- Hispanic students (45%) were significantly less likely than White students (55%) to have been physically active for a total of 60 minutes or more



HP 2010 Goal 22-9: Physical Education Participation
Increase the proportion of adolescents who participate in daily school physical education to 50%

2003: 30%	2005: 29%	2007: 32%	2009: 24%
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Physical Activity

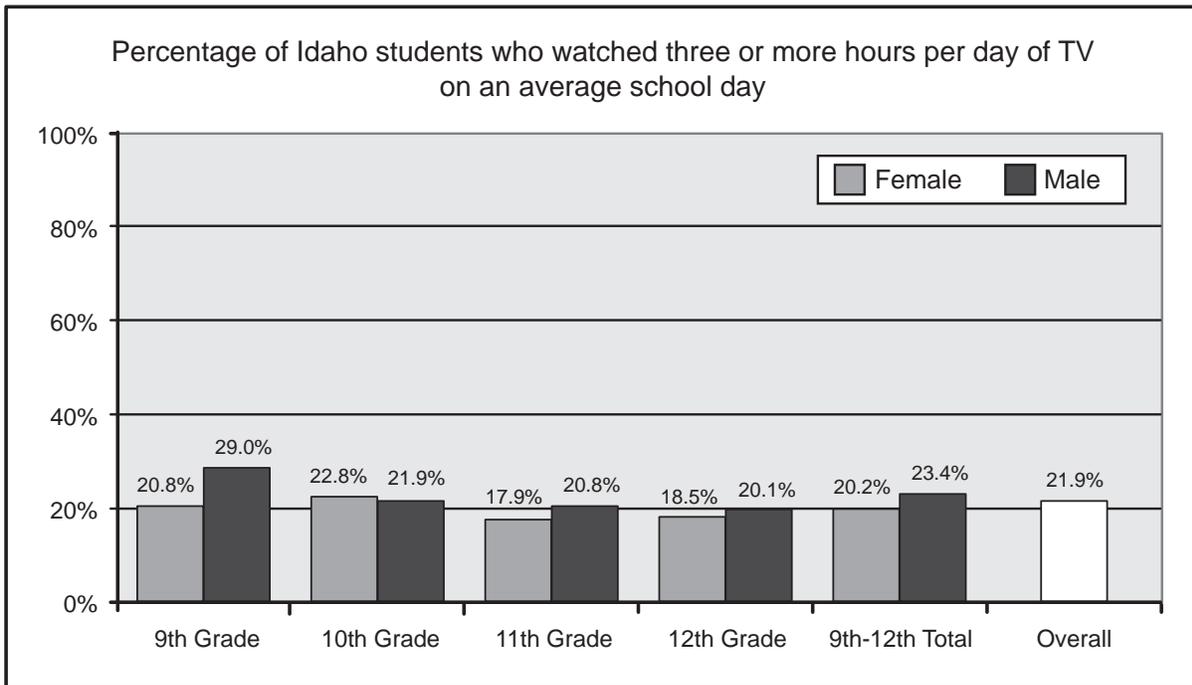
Physical inactivity increases the risk of dying prematurely, dying of heart disease, and developing diabetes, colon cancer, and high blood pressure.²⁸ Television viewing is the principal sedentary leisure time behavior in the U.S. and studies have shown that television viewing in young people is related to obesity and violent or aggressive behavior.^{32,33,34}

In Idaho high schools, 24% of all students attended physical education (PE) class daily, and 61% played on one or more sports teams during the previous year.

Idaho's male students (22%) were almost two times as likely as female students (13%) to spend three or more hours playing video or computer games or using a computer for something that is not school related on an average school day.

Physical Activity in Idaho

- Hispanic students (43%) were significantly less likely than White students (60%) to have played on one or more sports teams during the previous year
- White students (19%) were significantly less likely than Hispanic students (37%) to watch three or more hours of TV on the average school day
- 23% of male students and 20% of female students watched three or more hours of TV on the average school day



HP 2010 Goal 22-11: **Watching television**

Decrease the proportion of adolescents who view television 2 or more hours per day to 25%

2003: 47%

2005: 43%

2007: 43%

2009: 43%

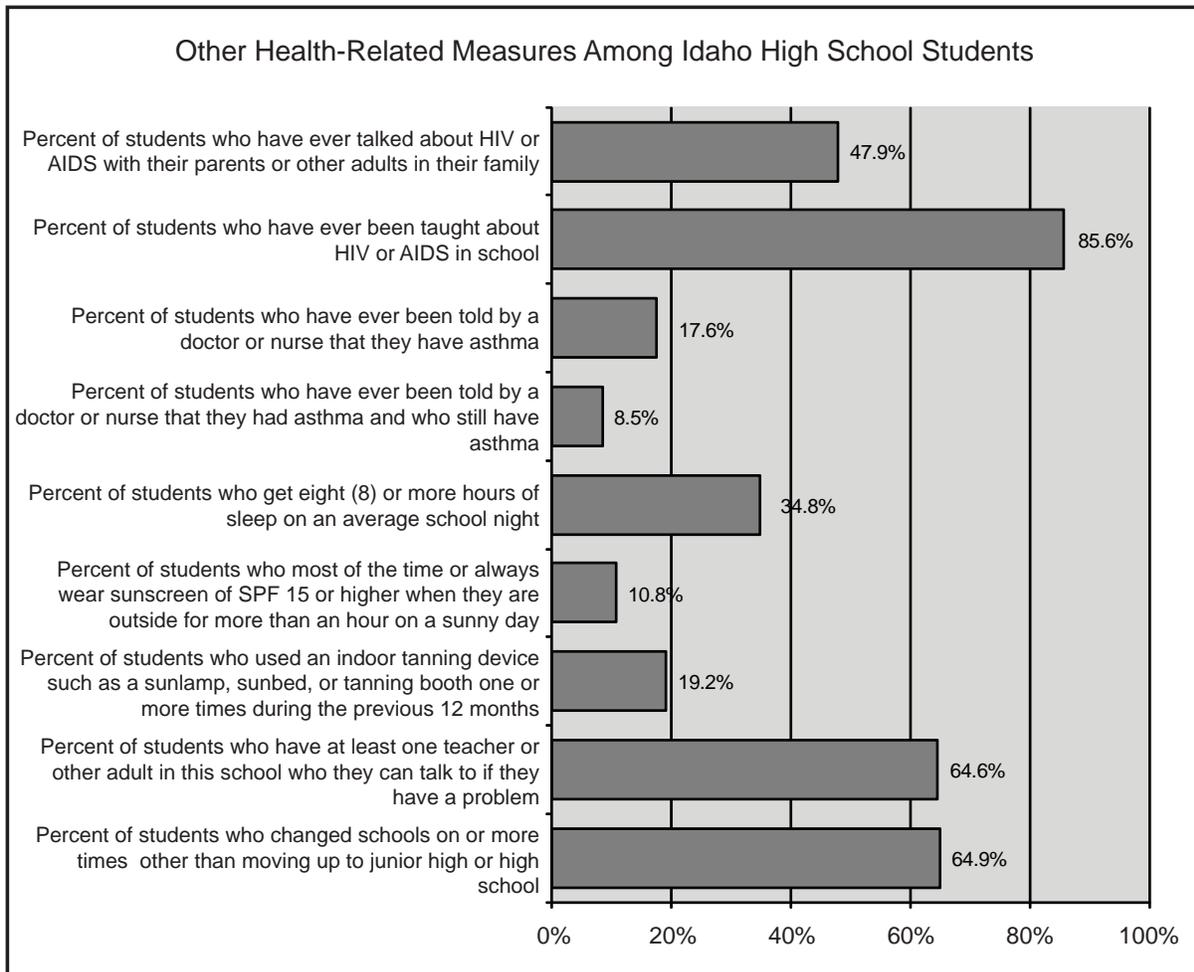
Other Health-Related Measures

Idaho's 2009 YRBS contained nine (9) questions measuring other health-related topics such as HIV and AIDS education, asthma, sleep acquisition, sun and UV light exposure, and school and social support.

In addition to those measures which are part of the core topic areas of the YRBS, there are additional measures that have been added to the questionnaire because of their impact on the health and safety of students.

Other Health-Related Measures in Idaho

- Just over one-third of high school students get eight or more hours of sleep on an average school night
- Nearly one in five students (19%) have used an indoor tanning device during the previous 12 months
- Almost two-thirds of students (65%) report they have at least one teacher who they can talk to if they have a problem

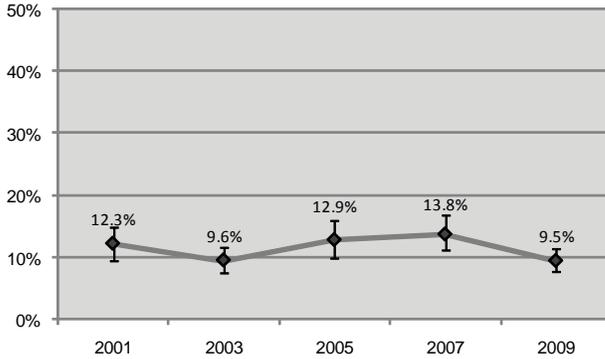


2001 to 2009
Idaho Youth Risk Behavior Survey
Trend Results

The following time-series (trend) charts show how students' responses to the Idaho YRBS have changed over time. Where data are available, the trend charts include 2001, 2003, 2005, 2007 and 2009 results. The graphs are grouped by topic area (i.e., tobacco use, alcohol and other drug use, sexual behavior, etc.) and highlight those measures that have shown significant change over time, or those measures that have not shown any significant change despite the need for improvement in order to reduce students' risk for injury or long-term health effects. The trend charts include confidence intervals to indicate the reliability of the individual measure. These confidence intervals are based on a 95% confidence limit, which is standard for the analysis of these types of measures.

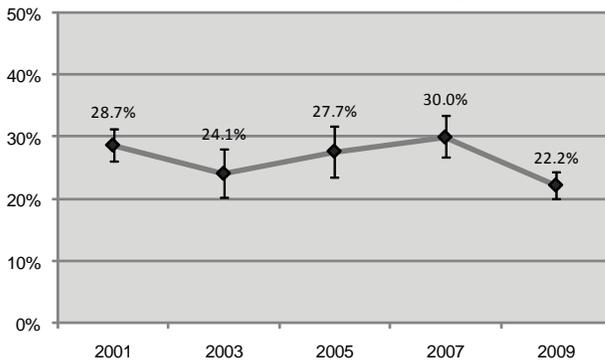
Unintentional and Intentional Injury

Percentage of students who drove a car or other vehicle one or more times during the past 30 days when they had been drinking alcohol



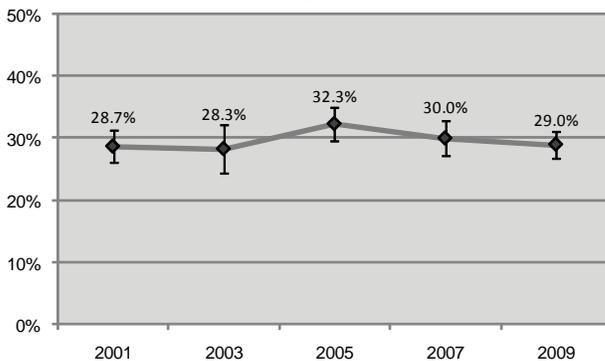
- The percentage of Idaho high school students who reported driving when they had been drinking alcohol during the previous 30 days did not change significantly from 2001 to 2009
- The percentage of students who reported driving when they had been drinking peaked in 2007 at 13.8%

Percentage of students who rode one or more times during the past 30 days in a car or other vehicle driven by someone who had been drinking alcohol



- The percentage of Idaho high school students who reported riding in a car or other vehicle when the driver had been drinking alcohol during the previous 30 days decreased significantly from 30.0% in 2007 to 22.2% in 2009

Percentage of students who were in a physical fight one or more times during the past 12 months

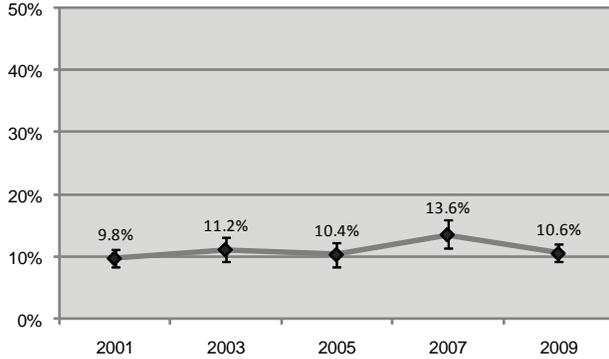


- The percentage of Idaho high school students who were in a physical fight one or more times during the previous 12 months did not change significantly from 2001 to 2009
- The percentage of Idaho high school students who were in a physical fight one or more times during the previous 12 months peaked at 32.3% in 2005

2001 to 2009

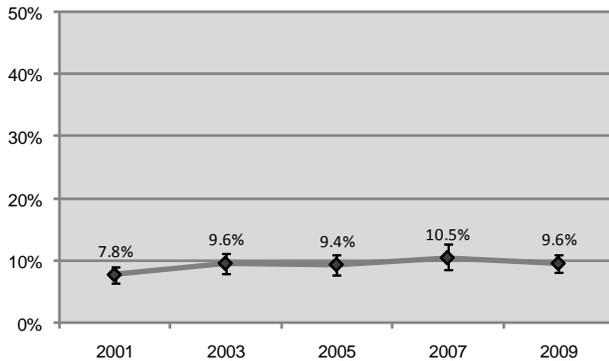
Unintentional and Intentional Injury

Percentage of students who were ever hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the past 12 months



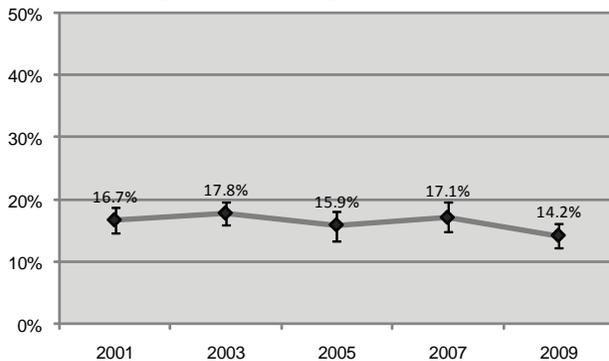
- The percentage of Idaho high school students who were ever hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the previous 12 months did not change significantly from 2001 to 2009
- The percentage of students who were ever hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the previous 12 months peaked at 13.6% in 2007

Percentage of students who had ever been physically forced to have sexual intercourse when they did not want to



- The percentage of Idaho high school students who had ever been physically forced to have sexual intercourse when they did not want to did not change significantly from 2001 to 2009
- The percentage of Idaho high school students who had ever been physically forced to have sexual intercourse when they did not want to peaked at 10.5% in 2007

Percentage of students who seriously considered attempting suicide during the past 12 months

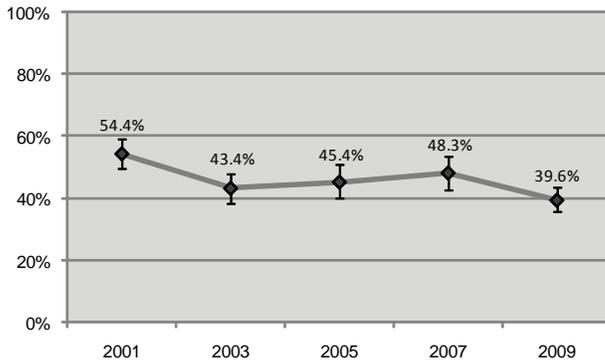


- The percentage of Idaho high school students who seriously considered attempting suicide during the previous 12 months did not change significantly from 2001 to 2009
- Suicidal ideation peaked among Idaho high school students at 17.8% in 2003

2001 to 2009

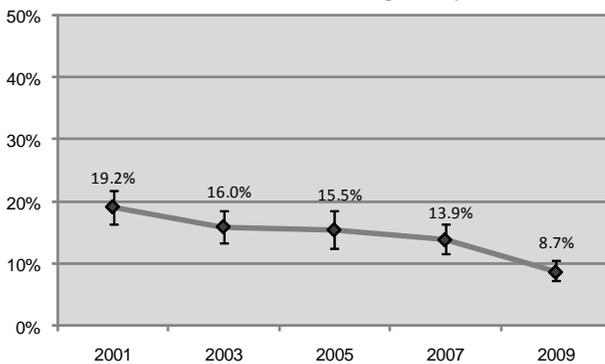
Tobacco Use

Percentage of students who ever tried cigarette smoking, even one or two puffs



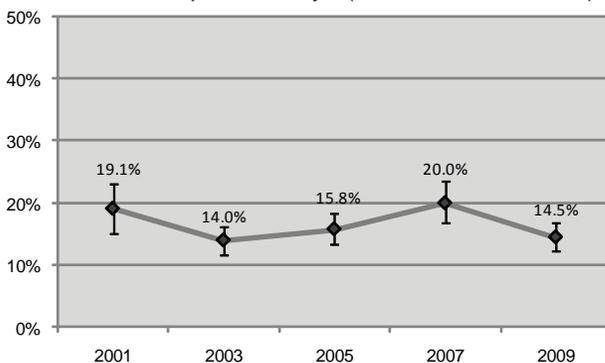
- The percentage of Idaho students who reported ever having tried a cigarette decreased significantly from 54.4% in 2001 to 39.6% in 2009
- As with several tobacco use measure, the lowest prevalence of lifetime smoking among Idaho students was 39.6% in 2009

Percentage of students who smoked a whole cigarette for the first time before age 13 years



- The percentage of Idaho students who smoked a whole cigarette for the first time before the age of 13 decreased significantly from 19.2% in 2001 to 8.7% in 2009
- The percent of high school students in Idaho who smoked a whole cigarette before the age of 13 dropped to its lowest level in 2009 (8.7%)

Percentage of students who smoked cigarettes on one or more of the past 30 days (i.e., Current Smoker)

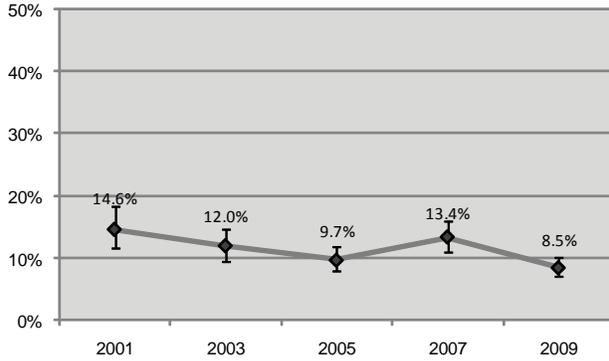


- After increasing significantly from 14.0% in 2003 to 20% in 2007, the current smoking rate among Idaho high school students dropped again to a near low of 14.5% in 2009

2001 to 2009

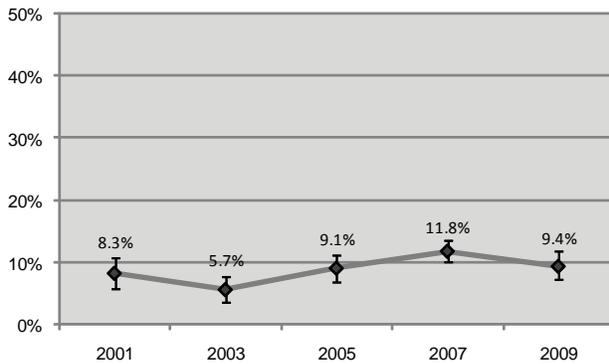
Tobacco Use

Percentage of students who ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days



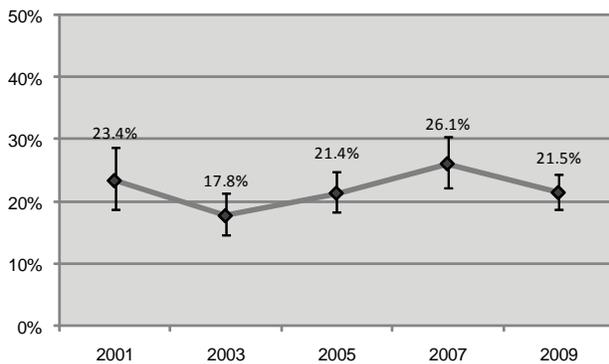
- The percentage of Idaho students who ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days, decreased significantly from 14.6% in 2001 to 8.5% in 2009

Percentage of students who used chewing tobacco, snuff, or dip on one or more of the past 30 days



- Chewing tobacco use during the previous 30 days peaked in 2007 at 11.8%, but fell slightly to 9.4% in 2009
- Past month chewing tobacco use increased significantly from 5.7% in 2003 to 11.8% in 2007

Percentage of students who smoked cigarettes or cigars or used chewing tobacco, snuff, or dip on one or more of the past 30 days

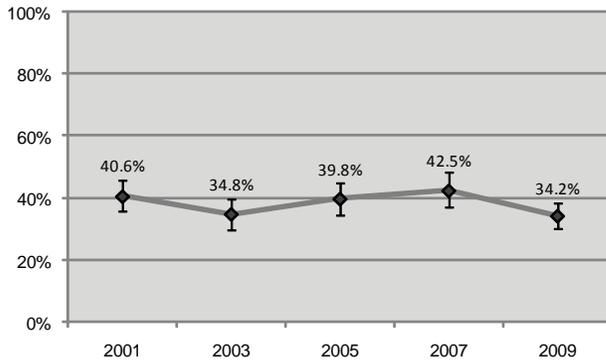


- Current tobacco use (any tobacco use in past 30 days) dropped slightly in 2009 to 21.5%
- From 2003 to 2007 past month tobacco use (which includes smoking cigarettes, cigars, or using chewing tobacco, snuff, or dip) increased from a low of 17.8% to a high of 26.1%

2001 to 2009

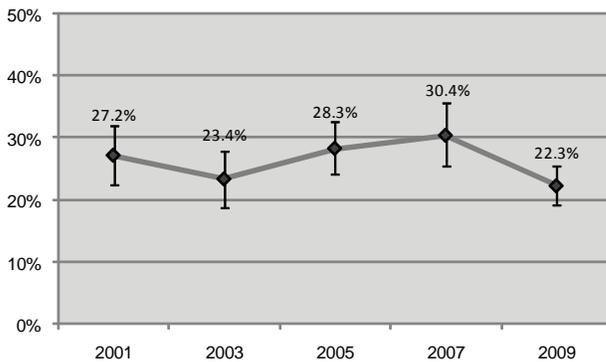
Alcohol or Other Drugs

Percentage of students who had at least one drink of alcohol on one or more of the past 30 days



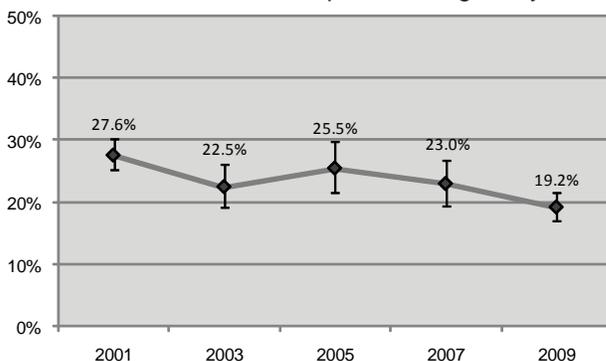
- The percentage of Idaho students who had at least one drink of alcohol during the past 30 days did not change significantly from 2001 to 2009
- Alcohol use among Idaho high school students dropped to its lowest level (34.2%) in 2009

Percentage of students who had five or more drinks of alcohol in a row, that is, within a couple of hours, on one or more of the past 30 days



- Although nearly one quarter of all students report drinking five or more drinks of alcohol in a row during the previous month, the current rate of 22.3% is the lowest since 2001
- Although not statistically significant, the rate of binge drinking (5 or more drinks in a row) dropped markedly from 30.4% in 2007 to 22.3% in 2009

Percentage of students who had their first drink of alcohol other than a few sips before age 13 years

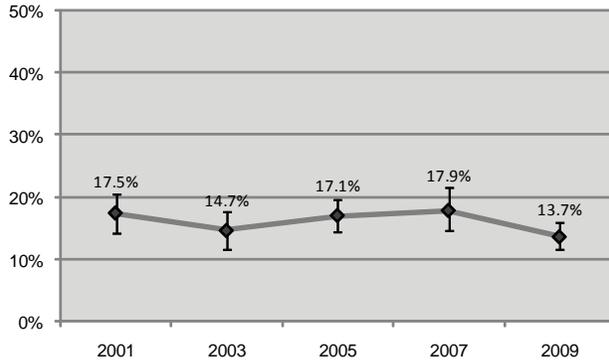


- The age of initiation for alcohol (first drink before age 13) has dropped significantly from 27.6% in 2001 to 19.2% in 2009
- The percentage of students who had their first drink of alcohol before age 13 has decreased each year since the 2005 YRBS

2001 to 2009

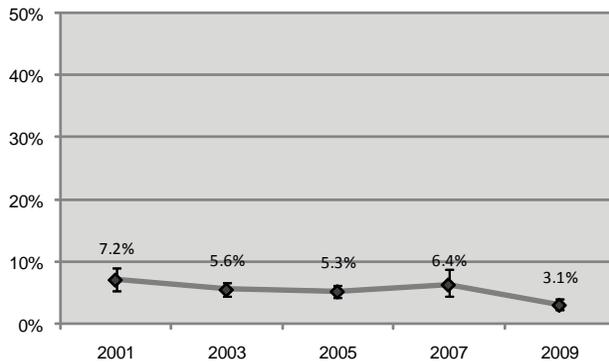
Alcohol or Other Drugs

Percentage of students who used marijuana one or more times during the past 30 days



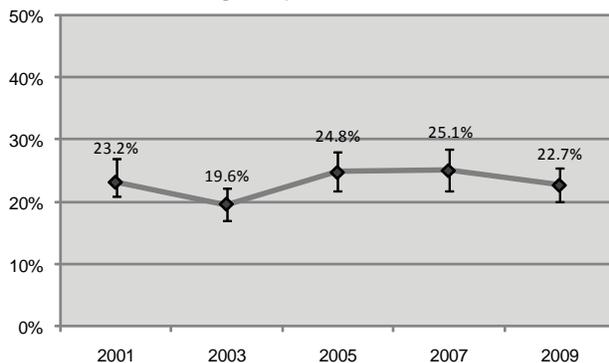
- The percentage of Idaho students who used marijuana one or more times during the past 30 days has not changed significantly since 2001
- Past month marijuana use dropped from a high of 17.9% in 2007 to a low of 13.7% in 2009

Percentage of students who used methamphetamines one or more times during their life



- In 2009, the percent of students who have ever used methamphetamines (3.1%) was significantly lower than all previous years
- Lifetime meth use peaked in 2001 at 7.2% and decreased to a low of 3.1% in 2009

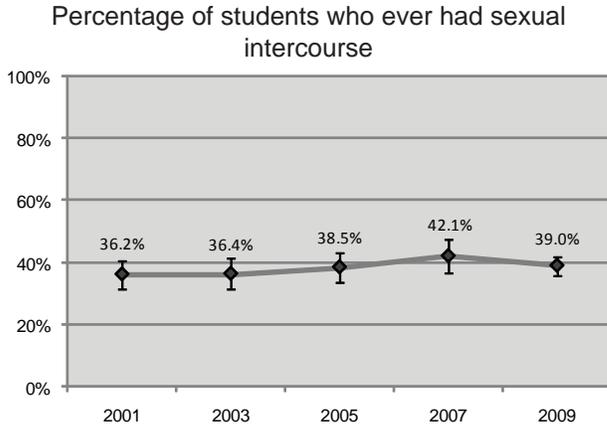
Percentage of students who were offered, sold, or given an illegal drug by someone on school property during the past 12 months



- The percentage of Idaho High School students who were offered, sold, or given an illegal drug on school property has not changed significantly since 2001
- The percentage of Idaho High School students who were offered, sold, or given an illegal drug on school property peaked at 25.1% in 2007

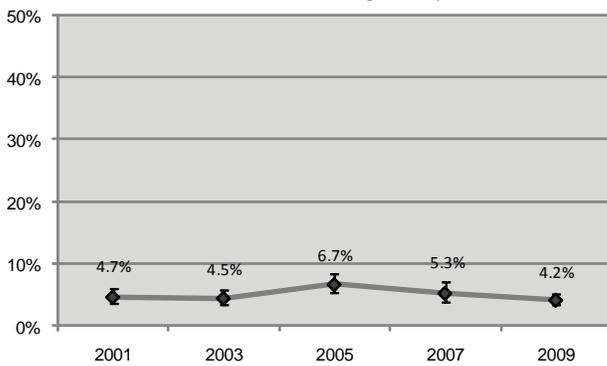
2001 to 2009

Sexual Behavior



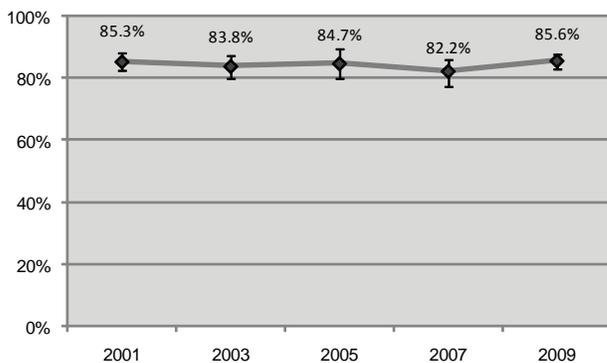
- The percentage of Idaho students who have ever had sexual intercourse has not changed significantly since 2001
- In 2009, 39.0% of Idaho high school students reported having had sexual intercourse at least once in their lifetime
- The percentage of Idaho students who have ever had sexual intercourse peaked at 42.1% in 2007

Percentage of students who had sexual intercourse for the first time before age 13 years



- Early initiation of sexual intercourse (i.e., had sexual intercourse for the first time before age 13) dropped significantly from 6.7% in 2005 to 4.2% in 2009

Percentage of students who had ever been taught in school about AIDS or HIV infection

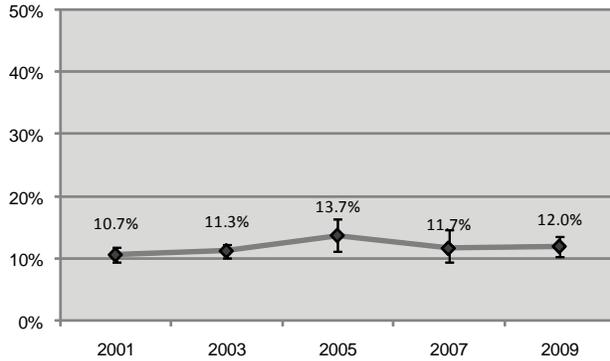


- The percentage of students who report ever having been taught in school about AIDS or HIV infection has not changed significantly since 2001
- The percentage of students who report ever having been taught in school about AIDS or HIV infection increased in 2009 to 85.6%, it's highest level since 2001

2001 to 2009

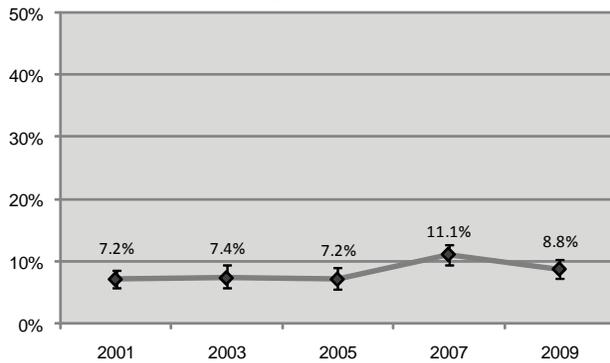
Weight Management and Dietary Behaviors

Percentage of students who were overweight (i.e., at or above the 85th percentile but below the 95th percentile for body mass index (BMI), by age and sex)



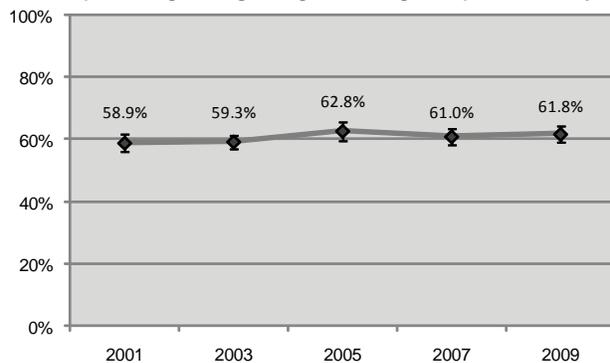
- The percentage of Idaho high school students who were considered overweight based on their BMI has not changed significantly since 2001
- In 2005, the percentage of students considered overweight peaked at 13.7% from a low of 10.7% in 2001

Percentage of students who were obese (i.e., at or above the 95th percentile for BMI, by age and sex)



- The percentage of Idaho High School students who were considered obese based on their BMI increased significantly from 7.2% in 2005 to 11.1% in 2007
- Obesity prevalence among Idaho high school students dropped in 2009 to 8.8%

Percentage of students who exercised to lose weight or to keep from gaining weight during the past 30 days

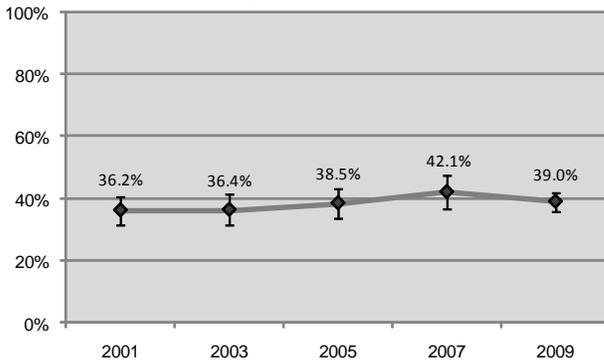


- The percentage of Idaho High School students who exercised to lose weight or keep from gaining weight has not changed significantly since 2001
- The percentage of Idaho High School students who exercised to lose weight or keep from gaining weight peaked at 62.8% in 2005

2001 to 2009

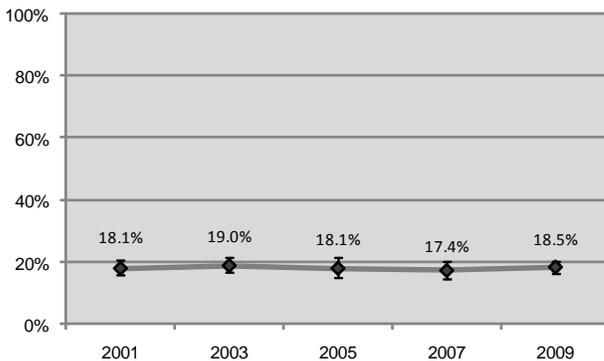
Weight Management and Dietary Behaviors

Percentage of students who ate less food, fewer calories, or foods low in fat to lose weight or to keep from gaining weight during the past 30 days



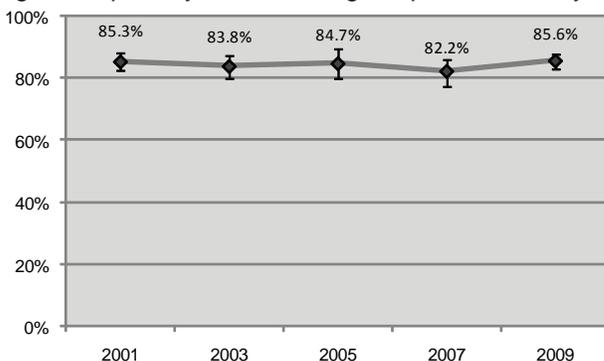
- The percentage of Idaho high school students who ate less food, fewer calories, or foods low in fat has not changed significantly since 2001
- Although relatively unchanged between 2001 and 2005, the percentage of Idaho high school students who ate less food, fewer calories, or foods low in fat increased from 36.2% in 2001 to 42.1% in 2007

Percentage of students who ate fruits and vegetables five or more times per day during the past seven days



- Fruit and vegetable consumption (i.e., five servings of fruits and vegetables per day during the past seven days) among Idaho high school students has not changed significantly since 2001
- Fruit and vegetable consumption among Idaho high school students peaked at 19.0% in 2003

Percentage of students who drank three or more glasses per day of milk during the past seven days

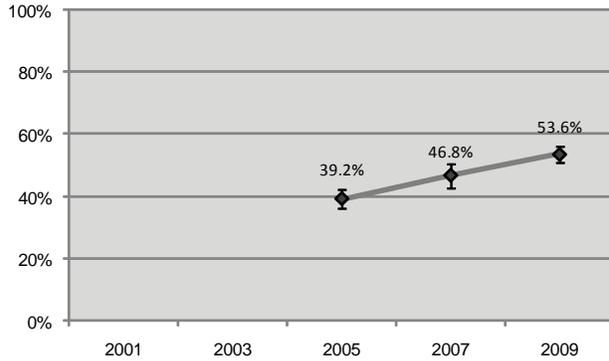


- The percentage of Idaho high school students who drank three or more glasses of milk per day during the past seven days has not changed significantly since 2001
- The consumption of three or more glasses a day for the past seven days among Idaho high school students peaked in 2009 at 85.6%

2001 to 2009

Physical Activity

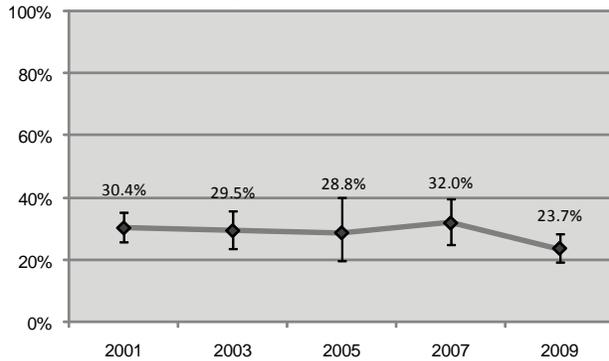
Percentage of students who were physically active for a total of at least 60 minutes per day on five or more of the past seven days



- The percentage of Idaho students who were physically active for a total of 60 minutes per day on five or more of the past seven days increased significantly from 39.2% in 2005 to 53.6% in 2009

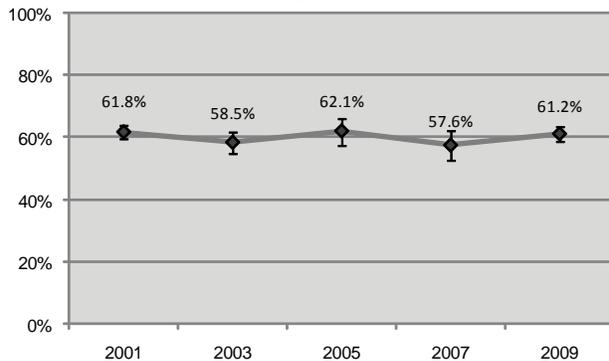
Note: Prior to 2005 the YRBS did not have a specific measure to assess if students were physically active for at least 60 minutes per day on five or more of the past seven days.

Percentage of students who attended physical education (PE) classes daily in an average week when they were in school



- The percentage of Idaho high school students who attended physical education classes daily have not changed significantly since 2001
- Although not statistically significant, the rate of daily PE attendance among Idaho students dropped from a high of 32.0% in 2007 to a low of 23.7% in 2009

Percentage of students who played on one or more sports teams during the past 12 months



- Participation in team sports (i.e., played on one or more sports teams during the past 12 months) did not change significantly among Idaho high school students since 2001

2001 to 2009

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Appendix A: 2009 Idaho YRBS Question by Question Results

Questions 1 through 7 of the Idaho YRBS asked students about demographic information (including height and weight for BMI calculation) are not reported here.

Unintentional and Intentional Injury

Question 8: Of students who rode a bicycle during the past 12 months, the percentage who never or rarely wore a bicycle helmet

Grade	Total	Female	Male
9th	86.1%	88.2%	84.2%
10th	85.1%	85.0%	84.2%
11th	83.2%	83.3%	83.1%
12th	84.3%	84.0%	84.5%
Idaho Overall	84.9%	85.4%	84.5%
2007 U.S. Overall	85.1%	82.2%	87.4%

Question 9: Percentage of students who never or rarely wear a seat belt when riding in a car driven by someone else

Grade	Total	Female	Male
9th	8.1%	6.7%	9.5%
10th	7.4%	4.7%	9.9%
11th	10.9%	5.3%	16.1%
12th	7.6%	5.7%	9.5%
Idaho Overall	8.6%	5.6%	11.4%
2007 U.S. Overall	11.1%	8.5%	13.6%

Question 10: Percentage of students who during the past 30 days rode one or more times in a car or other vehicle driven by someone who had been drinking alcohol

Grade	Total	Female	Male
9th	22.8%	23.3%	22.2%
10th	23.8%	23.2%	24.4%
11th	23.0%	20.8%	24.8%
12th	18.1%	20.6%	15.8%
Idaho Overall	22.2%	22.0%	22.3%
2007 U.S. Overall	29.1%	28.8%	29.5%

Question 11: Percentage of students who during the past 30 days drove a car or other vehicle one or more times when they had been drinking alcohol

Grade	Total	Female	Male
9th	5.1%	4.6%	5.6%
10th	7.3%	4.7%	9.8%
11th	13.5%	12.0%	14.6%
12th	11.6%	8.1%	14.9%
Idaho Overall	9.5%	7.4%	11.4%
2007 U.S. Overall	10.5%	8.1%	12.8%

Question 12: Percentage of students who carried a weapon such as a gun, knife, or club on one or more of the past 30 days

Grade	Total	Female	Male
9th	23.3%	8.2%	37.7%
10th	20.9%	9.4%	31.9%
11th	21.9%	6.2%	36.7%
12th	20.8%	11.6%	29.7%
Idaho Overall	21.8%	8.8%	34.2%
2007 U.S. Overall	18.0%	7.5%	28.5%

Question 13: Percentage of students who carried a gun on one or more of the past 30 days

Grade	Total	Female	Male
9th	9.0%	1.8%	15.7%
10th	7.3%	3.5%	11.0%
11th	10.3%	1.3%	18.6%
12th	7.1%	3.7%	10.4%
Idaho Overall	8.6%	2.6%	14.2%
2007 U.S. Overall	5.2%	1.2%	9.0%

Question 14: Percentage of students who carried a weapon such as a gun, knife, or club on school property on one or more of the past 30 days

Grade	Total	Female	Male
9th	6.0%	2.8%	9.0%
10th	6.1%	1.3%	10.8%
11th	6.1%	1.3%	10.3%
12th	8.4%	4.6%	12.0%
Idaho Overall	6.7%	2.5%	10.6%
2007 U.S. Overall	5.9%	2.7%	9.0%

Question 15: Percentage of students who did not go to school on one or more of the past 30 days because they felt unsafe at school or on their way to or from school

Grade	Total	Female	Male
9th	4.8%	4.2%	5.4%
10th	4.4%	4.8%	4.0%
11th	4.3%	3.0%	5.3%
12th	2.5%	3.4%	1.6%
Idaho Overall	4.0%	3.8%	4.2%
2007 U.S. Overall	5.5%	5.6%	5.4%

Question 16: Percentage of students who had been threatened or injured with a weapon on school property one or more times during the past 12 months

Grade	Total	Female	Male
9th	8.1%	7.7%	8.5%
10th	9.6%	6.4%	12.7%
11th	7.8%	4.4%	10.8%
12th	5.3%	4.5%	6.0%
Idaho Overall	7.9%	5.8%	9.8%
2007 U.S. Overall	7.8%	5.4%	10.2%

Question 17: Percentage of students whose property such as their car, clothing, or books had been stolen or deliberately damaged on school property one or more times during the past 12 months

Grade	Total	Female	Male
9th	34.7%	33.2%	36.2%
10th	31.6%	28.7%	34.5%
11th	33.5%	33.3%	33.5%
12th	23.0%	20.2%	25.6%
Idaho Overall	31.0%	28.9%	32.8%
2007 U.S. Overall	27.1%	23.7%	30.4%

Question 18: Percentage of students who were in a physical fight one or more times during the past 12 months

Grade	Total	Female	Male
9th	34.3%	24.6%	43.4%
10th	32.0%	24.1%	39.5%
11th	29.3%	18.4%	39.3%
12th	19.2%	13.6%	24.7%
Idaho Overall	29.0%	20.3%	37.1%
2007 U.S. Overall	35.5%	26.5%	44.4%

Question 19: Percentage of students who were injured in a physical fight one or more times during the past 12 months and had to be treated by a doctor or nurse

Grade	Total	Female	Male
9th	2.3%	2.3%	2.4%
10th	5.0%	2.5%	7.3%
11th	3.5%	1.4%	5.4%
12th	2.5%	2.0%	3.0%
Idaho Overall	3.4%	2.1%	4.7%
2007 U.S. Overall	4.2%	2.9%	5.5%

Question 20: Percentage of students who were in a physical fight on school property one or more times during the past 12 months

Grade	Total	Female	Male
9th	12.2%	6.1%	17.8%
10th	13.0%	6.8%	18.9%
11th	9.4%	6.5%	11.9%
12th	5.2%	3.5%	6.9%
Idaho Overall	10.2%	5.8%	14.3%
2007 U.S. Overall	12.4%	8.5%	16.3%

Question 21: Percentage of students who were ever hit, slapped, or physically hurt on purpose by their boyfriend or girlfriend during the past 12 months

Grade	Total	Female	Male
9th	7.6%	8.8%	6.4%
10th	10.2%	8.6%	11.8%
11th	11.9%	12.0%	11.5%
12th	12.5%	13.4%	11.5%
Idaho Overall	10.6%	10.6%	10.5%
2007 U.S. Overall	9.9%	8.8%	11.0%

Question 22: Percentage of students who have ever been physically forced to have sexual intercourse when they did not want to

Grade	Total	Female	Male
9th	7.9%	10.6%	5.4%
10th	10.0%	17.8%	2.5%
11th	9.7%	15.1%	4.3%
12th	10.5%	14.3%	6.8%
Idaho Overall	9.6%	14.4%	5.0%
2007 U.S. Overall	7.8%	11.3%	4.5%

Question 23: Percentage of students who did something to purposely hurt themselves without wanting to die, such as cutting or burning themselves on purpose, during the past 12 months

Grade	Total	Female	Male
9th	16.9%	20.8%	13.2%
10th	21.8%	29.1%	14.9%
11th	16.0%	19.7%	12.2%
12th	13.4%	16.5%	10.5%
Idaho Overall	17.3%	21.8%	12.9%
2007 U.S. Overall	N/A	N/A	N/A

Question 24: Percentage of students who have ever been bullied on school property during the past 12 months

Grade	Total	Female	Male
9th	26.3%	29.4%	23.3%
10th	25.3%	27.8%	22.8%
11th	21.3%	19.1%	23.2%
12th	15.3%	17.5%	13.2%
Idaho Overall	22.3%	23.8%	20.8%
2007 U.S. Overall	N/A	N/A	N/A

Question 25: Percentage of students who have ever been electronically bullied, such as through e-mail, chat rooms, instant messaging, Web sites, or text messaging, during the past 12 months

Grade	Total	Female	Male
9th	19.2%	28.2%	10.8%
10th	19.1%	27.3%	11.3%
11th	17.5%	20.6%	14.2%
12th	14.2%	20.4%	8.3%
Idaho Overall	17.7%	24.6%	11.3%
2007 U.S. Overall	N/A	N/A	N/A

Question 26: Percentage of students who have ever bullied someone else on school property during the past 12 months

Grade	Total	Female	Male
9th	21.0%	16.3%	25.3%
10th	20.1%	15.4%	24.6%
11th	17.8%	10.8%	24.1%
12th	13.1%	7.1%	18.9%
Idaho Overall	18.3%	12.6%	23.5%
2007 U.S. Overall	N/A	N/A	N/A

Question 27: Percentage of students who have ever been the victim of teasing or name calling because of their weight, size, or physical appearance during the past 12 months

Grade	Total	Female	Male
9th	30.2%	33.0%	27.5%
10th	29.5%	32.7%	26.5%
11th	27.8%	27.5%	27.8%
12th	20.5%	22.8%	18.3%
Idaho Overall	27.3%	29.3%	25.3%
2007 U.S. Overall	N/A	N/A	N/A

Question 28: Percentage of students who have ever been the victim of teasing or name calling because of their race or ethnic background during the past 12 months

Grade	Total	Female	Male
9th	21.0%	16.3%	25.3%
10th	20.1%	15.4%	24.6%
11th	17.8%	10.8%	24.1%
12th	13.1%	7.1%	18.9%
Idaho Overall	18.3%	12.6%	23.5%
2007 U.S. Overall	N/A	N/A	N/A

Question 29: Percentage of students who, during the past 12 months, ever felt so sad or hopeless almost every day for two weeks or more in a row that they stopped doing some usual activities

Grade	Total	Female	Male
9th	27.3%	36.4%	18.8%
10th	29.5%	41.0%	18.5%
11th	30.2%	36.4%	24.2%
12th	26.0%	30.4%	21.8%
Idaho Overall	28.3%	36.2%	20.9%
2007 U.S. Overall	28.5%	35.8%	21.2%

Question 30: Percentage of students who seriously considered attempting suicide during the past 12 months

Grade	Total	Female	Male
9th	12.7%	15.8%	9.9%
10th	17.9%	23.3%	12.7%
11th	13.3%	15.6%	10.9%
12th	12.3%	14.6%	10.1%
Idaho Overall	14.2%	17.4%	10.9%
2007 U.S. Overall	14.5%	18.7%	10.3%

Question 31: Percentage of students who made a plan about how they would attempt suicide during the past 12 months

Grade	Total	Female	Male
9th	12.2%	16.2%	8.3%
10th	14.6%	19.6%	9.8%
11th	14.3%	13.6%	14.7%
12th	12.0%	12.5%	11.6%
Idaho Overall	13.3%	15.6%	11.0%
2007 U.S. Overall	11.3%	13.4%	9.2%

Question 32: Percentage of students who actually attempted suicide one or more times during the past 12 months

Grade	Total	Female	Male
9th	5.9%	7.5%	4.4%
10th	9.7%	12.4%	6.9%
11th	6.2%	6.9%	5.1%
12th	5.5%	5.6%	5.4%
Idaho Overall	6.9%	8.2%	5.4%
2007 U.S. Overall	6.9%	9.3%	4.6%

Question 33: Percentage of students who attempted suicide during the past 12 months resulted in an injury, poisoning, or overdose that had to be treated by a doctor or nurse

Grade	Total	Female	Male
9th	1.8%	2.7%	1.0%
10th	2.6%	3.1%	2.2%
11th	1.6%	1.5%	1.7%
12th	2.0%	2.0%	1.9%
Idaho Overall	2.0%	2.4%	1.7%
2007 U.S. Overall	2.0%	2.4%	1.5%

Tobacco Use

Question 34: Percentage of students who ever tried cigarette smoking, even one or two puffs

Grade	Total	Female	Male
9th	35.0%	32.7%	37.3%
10th	38.9%	41.0%	36.9%
11th	41.7%	35.7%	47.4%
12th	43.5%	40.2%	46.7%
Idaho Overall	39.6%	37.3%	41.8%
2007 U.S. Overall	50.3%	48.8%	51.8%

Question 35: Percentage of students who smoked a whole cigarette for the first time before age 13

Grade	Total	Female	Male
9th	12.0%	10.3%	13.6%
10th	8.6%	7.8%	9.4%
11th	8.2%	6.8%	9.2%
12th	5.0%	5.7%	4.2%
Idaho Overall	8.7%	7.8%	9.5%
2007 U.S. Overall	14.2%	11.9%	16.4%

Question 36a: Percentage of students who smoked cigarettes on one or more of the past 30 days

Grade	Total	Female	Male
9th	12.5%	11.3%	13.7%
10th	16.5%	18.8%	14.2%
11th	14.6%	14.9%	14.0%
12th	14.3%	14.3%	14.3%
Idaho Overall	14.5%	14.8%	14.1%
2007 U.S. Overall	20.0%	18.7%	21.3%

Question 36b: Percentage of students who smoked cigarettes on 20 or more of the past 30 days

Grade	Total	Female	Male
9th	2.7%	2.2%	3.1%
10th	4.7%	4.8%	4.6%
11th	5.6%	5.0%	5.9%
12th	4.2%	2.8%	5.5%
Idaho Overall	4.4%	3.8%	4.9%
2007 U.S. Overall	8.1%	7.4%	8.7%

Question 37: Among those students that report current cigarette use, the percentage who smoked more than 10 cigarettes per day on the days they smoked during the past 30 days

Grade	Total	Female	Male
9th	-	-	-
10th	-	-	-
11th	-	-	-
12th	-	-	-
Idaho Overall	6.0%	1.8%	9.7%
2007 U.S. Overall	10.7%	7.1%	13.8%

Question 38: Among those students less than 18 years of age who report current cigarette use, the percent who usually got their own cigarettes by buying them in a store or gas station during the past 30 days

Grade	Total	Female	Male
9th	-	-	-
10th	-	-	-
11th	-	-	-
12th	-	-	-
Idaho Overall	4.5%	1.2%	7.1%
2007 U.S. Overall	16.0%	11.3%	20.0%

Question 39: Percentage of students who smoked cigarettes on school property on one or more of the past 30 days

Grade	Total	Female	Male
9th	3.2%	3.0%	3.4%
10th	4.7%	5.2%	4.3%
11th	3.2%	2.8%	3.3%
12th	1.7%	1.2%	2.1%
Idaho Overall	3.4%	3.1%	3.5%
2007 U.S. Overall	5.7%	4.8%	6.5%

Question 40: Percentage of students who ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days

Grade	Total	Female	Male
9th	6.0%	6.2%	5.7%
10th	9.6%	10.7%	8.5%
11th	10.0%	9.9%	9.9%
12th	8.2%	6.6%	9.8%
Idaho Overall	8.5%	8.5%	8.6%
2007 U.S. Overall	12.4%	11.8%	13.0%

Question 41: Among students who report current cigarette use, the percentage who ever tried to quit smoking cigarettes during the past 12 months

Grade	Total	Female	Male
9th	-	-	-
10th	-	-	-
11th	-	-	-
12th	-	-	-
Idaho Overall	59.7%	63.3%	56.3%
2007 U.S. Overall	49.7%	55.1%	45.1%

Question 42: Percentage of students who used chewing tobacco or snuff on one or more of the past 30 days

Grade	Total	Female	Male
9th	7.6%	3.7%	11.3%
10th	8.2%	1.8%	14.4%
11th	10.4%	3.0%	17.1%
12th	11.0%	3.3%	18.3%
Idaho Overall	9.4%	3.0%	15.4%
2007 U.S. Overall	7.9%	2.3%	13.4%

Question 43: Percentage of students who used chewing tobacco or snuff on school property on one or more of the past 30 days

Grade	Total	Female	Male
9th	4.1%	2.1%	6.0%
10th	45.0%	0.8%	8.1%
11th	6.4%	0.4%	11.8%
12th	6.3%	1.4%	11.0%
Idaho Overall	5.5%	1.3%	9.4%
2007 U.S. Overall	4.9%	1.0%	8.9%

Question 44: Percentage of students who smoked cigars, cigarillos, or little cigars on one or more of the past 30 days

Grade	Total	Female	Male
9th	7.6%	4.2%	10.7%
10th	11.5%	7.3%	15.6%
11th	12.6%	9.3%	15.5%
12th	16.5%	11.0%	21.8%
Idaho Overall	12.0%	7.9%	15.9%
2007 U.S. Overall	13.6%	7.6%	19.4%

Any Tobacco: Percentage of students who smoked cigarettes or cigars or used chewing tobacco, snuff, or dip on one or more of the past 30 days

Grade	Total	Female	Male
9th	16.8%	12.5%	20.9%
10th	22.3%	21.6%	23.0%
11th	22.7%	18.2%	26.9%
12th	24.8%	17.7%	31.7%
Idaho Overall	21.5%	17.4%	25.5%
2007 U.S. Overall	25.7%	21.0%	30.3%

Alcohol and Other Drug Use

Question 45: Percentage of students who had at least one drink of alcohol on one or more days during their life

Grade	Total	Female	Male
9th	62.5%	63.3%	61.6%
10th	59.2%	59.1%	59.4%
11th	65.7%	67.2%	64.2%
12th	63.5%	62.2%	64.7%
Idaho Overall	62.5%	63.5%	61.6%
2007 U.S. Overall	75.0%	75.7%	74.3%

Question 46: Percentage of students who had their first drink of alcohol other than a few sips before age 13

Grade	Total	Female	Male
9th	26.6%	23.0%	29.8%
10th	21.7%	19.4%	23.9%
11th	14.4%	12.1%	16.3%
12th	12.1%	9.7%	14.5%
Idaho Overall	19.2%	16.5%	21.6%
2007 U.S. Overall	23.8%	20.0%	27.4%

Question 47: Percentage of students who had at least one drink of alcohol on one or more of the past 30 days

Grade	Total	Female	Male
9th	29.7%	29.9%	29.4%
10th	33.8%	36.4%	31.2%
11th	34.8%	32.3%	37.0%
12th	38.5%	39.1%	37.9%
Idaho Overall	34.2%	34.3%	33.9%
2007 U.S. Overall	44.7%	44.6%	44.7%

Question 48: Percentage of students who had five or more drinks of alcohol in a row, that is, within a couple of hours, on one or more of the past 30 days

Grade	Total	Female	Male
9th	17.7%	16.6%	18.7%
10th	24.1%	24.4%	23.9%
11th	23.7%	19.9%	27.0%
12th	23.9%	21.1%	26.6%
Idaho Overall	22.3%	20.4%	24.0%
2007 U.S. Overall	26.0%	24.1%	27.8%

Question 49: Among students who reported current alcohol use, the percentage who usually got the alcohol they drank from someone who gave it to them during the past 30 days

Grade	Total	Female	Male
9th	40.9%	-	-
10th	44.8%	-	-
11th	44.6%	-	-
12th	36.7%	-	-
Idaho Overall	41.4%	47.0%	36.3%

2007 U.S. Overall

Question 50: Percentage of students who had at least one drink of alcohol on school property on one or more of the past 30 days

Grade	Total	Female	Male
9th	2.4%	3.0%	1.8%
10th	3.7%	4.4%	3.0%
11th	3.8%	3.3%	3.9%
12th	3.9%	3.1%	4.6%
Idaho Overall	3.5%	3.4%	3.5%
2007 U.S. Overall	4.1%	3.6%	4.6%

Question 51: Percentage of students who used marijuana one or more times during their life

Grade	Total	Female	Male
9th	23.4%	20.0%	24.5%
10th	28.8%	25.5%	31.8%
11th	33.3%	29.5%	36.7%
12th	34.8%	30.6%	38.9%
Idaho Overall	29.9%	26.1%	33.4%
2007 U.S. Overall	38.1%	34.5%	41.6%

Question 52: Percentage of students who tried marijuana for the first time before age 13

Grade	Total	Female	Male
9th	8.3%	5.0%	11.4%
10th	7.1%	5.5%	8.6%
11th	4.1%	2.3%	5.4%
12th	4.1%	2.7%	5.5%
Idaho Overall	6.1%	4.0%	8.1%
2007 U.S. Overall	8.3%	5.2%	11.2%

Question 53: Percentage of students who used marijuana one or more times during the past 30 days

Grade	Total	Female	Male
9th	9.2%	8.3%	10.1%
10th	14.2%	13.2%	15.2%
11th	16.0%	14.6%	17.1%
12th	15.4%	12.6%	18.1%
Idaho Overall	13.7%	12.1%	15.2%
2007 U.S. Overall	19.7%	17.0%	22.4%

Question 54: Percentage of students who used marijuana on school property one or more itmes during the past 30 days

Grade	Total	Female	Male
9th	1.6%	0.9%	2.2%
10th	4.7%	4.7%	4.6%
11th	2.8%	1.9%	3.4%
12th	2.5%	2.1%	3.0%
Idaho Overall	3.0%	2.5%	3.5%
2007 U.S. Overall	4.5%	3.0%	5.9%

Question 55: Percentage of students who used any form of cocaine, including powder, crack, or freebase one or more times during their life

Grade	Total	Female	Male
9th	3.1%	3.4%	2.8%
10th	6.2%	5.9%	6.5%
11th	5.4%	3.5%	6.9%
12th	7.2%	8.9%	5.4%
Idaho Overall	5.5%	5.4%	5.5%
2007 U.S. Overall	7.2%	6.5%	7.8%

Question 56: Percentage of students who used any form of cocaine, including powder, crack, or freebase one or more times during the past 30 days

Grade	Total	Female	Male
9th	1.7%	1.7%	1.8%
10th	2.5%	3.1%	1.8%
11th	2.4%	3.7%	0.7%
12th	2.4%	2.7%	2.1%
Idaho Overall	2.4%	1.8%	2.9%
2007 U.S. Overall	3.3%	2.5%	4.0%

Question 57: Percentage of students who sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high one or more times during their life

Grade	Total	Female	Male
9th	13.0%	16.1%	10.0%
10th	12.6%	15.3%	10.1%
11th	12.8%	13.1%	12.2%
12th	11.1%	12.4%	10.0%
Idaho Overall	12.6%	14.4%	10.9%
2007 U.S. Overall	13.3%	14.3%	12.4%

Question 58: Percentage of students who used heroin one or more times during their life

Grade	Total	Female	Male
9th	1.9%	1.4%	2.4%
10th	2.5%	2.6%	2.3%
11th	2.5%	1.4%	3.2%
12th	2.5%	3.7%	1.5%
Idaho Overall	2.5%	2.3%	2.7%
2007 U.S. Overall	2.3%	1.6%	2.9%

Question 59: Percentage of students who used methamphetamines one or more times during their life

Grade	Total	Female	Male
9th	1.2%	1.5%	0.9%
10th	3.5%	3.7%	3.3%
11th	3.6%	2.3%	4.5%
12th	3.6%	4.4%	2.8%
Idaho Overall	3.1%	3.0%	3.1%
2007 U.S. Overall	4.4%	4.1%	4.6%

Question 60: Percentage of students who used ecstasy one or more times during their life

Grade	Total	Female	Male
9th	4.4%	5.3%	3.6%
10th	6.1%	5.0%	7.2%
11th	6.6%	4.6%	8.2%
12th	6.5%	5.9%	7.0%
Idaho Overall	6.1%	5.2%	6.8%
2007 U.S. Overall	5.8%	4.8%	6.7%

Question 61: Percentage of students who took steroid pills or shots without a doctor's prescription one or more times during their life

Grade	Total	Female	Male
9th	2.3%	3.4%	1.4%
10th	2.8%	2.4%	3.1%
11th	3.6%	1.9%	4.9%
12th	2.1%	1.7%	2.4%
Idaho Overall	2.9%	2.4%	3.2%
2007 U.S. Overall	3.9%	2.7%	5.1%

Question 62: Percentage of students who used a needle to inject any illegal drug into their body one or more times during their life

Grade	Total	Female	Male
9th	1.9%	1.6%	2.2%
10th	2.0%	1.2%	2.8%
11th	2.3%	1.4%	2.8%
12th	2.4%	2.6%	2.2%
Idaho Overall	2.3%	1.8%	2.7%
2007 U.S. Overall	2.0%	1.3%	2.6%

Question 63: Percentage of students who were offered, sold, or given an illegal drug on school property by someone during the past 12 months

Grade	Total	Female	Male
9th	22.1%	24.3%	20.1%
10th	24.9%	22.0%	27.7%
11th	22.4%	18.4%	25.9%
12th	20.6%	17.4%	23.6%
Idaho Overall	22.7%	20.7%	24.4%
2007 U.S. Overall	22.3%	18.7%	25.7%

Sexual Behavior

Question 64: Percentage of students who have ever had sexual intercourse

Grade	Total	Female	Male
9th	25.2%	22.2%	28.1%
10th	38.2%	38.8%	37.5%
11th	45.3%	47.8%	42.8%
12th	48.2%	49.0%	47.3%
Idaho Overall	39.0%	39.2%	38.8%
2007 U.S. Overall	47.8%	45.9%	49.8%

Question 65: Percentage of students who had sexual intercourse for the first time before age 13

Grade	Total	Female	Male
9th	5.7%	4.4%	6.9%
10th	4.1%	2.7%	5.5%
11th	2.9%	2.8%	3.0%
12th	3.3%	3.2%	3.3%
Idaho Overall	4.2%	3.4%	4.9%
2007 U.S. Overall	7.1%	4.0%	10.1%

Question 66: Percentage of students who drank alcohol or used drugs before they had sexual intercourse the last time?

Grade	Total	Female	Male
9th	5.7%	5.5%	6.3%
10th	7.6%	5.9%	9.2%
11th	7.7%	7.4%	7.9%
12th	8.2%	8.8%	7.7%
Idaho Overall	7.5%	6.9%	8.1%
2007 U.S. Overall	N/A	N/A	N/A

Weight Management and Dietary Behaviors

At Risk for Overweight: Percentage of students who are overweight (i.e., at or above the 85th percentile but below the 95th percentile for body mass index, by age and sex)

Grade	Total	Female	Male
9th	12.1%	12.7%	11.6%
10th	12.8%	11.5%	14.0%
11th	11.0%	9.9%	11.9%
12th	1.9%	12.3%	11.5%
Idaho Overall	12.0%	11.5%	12.4%
2007 U.S. Overall	15.8%	15.1%	16.4%

Overweight: Percentage of students who are obese (i.e., at or above the 95th percentile for body mass index, by age and sex)

Grade	Total	Female	Male
9th	11.4%	5.2%	16.9%
10th	7.5%	4.5%	10.2%
11th	8.4%	5.5%	11.0%
12th	7.4%	4.2%	10.3%
Idaho Overall	7.4%	4.2%	10.3%
2007 U.S. Overall	13.0%	9.6%	16.3%

Question 67: Percentage of students who described themselves as slightly or very overweight

Grade	Total	Female	Male
9th	30.2%	33.3%	27.3%
10th	25.1%	29.7%	20.6%
11th	27.3%	32.4%	22.0%
12th	28.0%	32.7%	23.5%
Idaho Overall	27.6%	32.1%	23.4%
2007 U.S. Overall	29.3%	34.5%	24.2%

Question 68: Percentage of students who were trying to lose weight

Grade	Total	Female	Male
9th	43.4%	61.0%	26.7%
10th	42.6%	60.5%	25.4%
11th	40.4%	58.4%	23.3%
12th	41.4%	59.3%	24.1%
Idaho Overall	42.0%	59.9%	24.9%
2007 U.S. Overall	45.2%	60.3%	30.4%

Question 69: Percentage of students who exercised to lose weight or to keep from gaining weight during the past 30 days

Grade	Total	Female	Male
9th	65.9%	77.3%	55.2%
10th	63.7%	76.0%	51.9%
11th	59.7%	72.0%	48.4%
12th	57.5%	70.2%	45.3%
Idaho Overall	61.8%	74.1%	50.3%
2007 U.S. Overall	60.9%	67.0%	55.0%

Question 70: Percentage of students who ate less food, fewer calories, or foods low in fat to lose weight or to keep from gaining weight during the past 30 days

Grade	Total	Female	Male
9th	38.8%	55.3%	23.3%
10th	35.7%	51.9%	20.1%
11th	38.0%	51.3%	25.7%
12th	39.6%	51.4%	28.3%
Idaho Overall	38.0%	52.4%	24.4%
2007 U.S. Overall	40.6%	53.2%	28.3%

Question 71: Percentage of students who went without eating for 24 hours or more to lose weight or to keep from gaining weight during the past 30 days

Grade	Total	Female	Male
9th	11.9%	18.1%	6.1%
10th	9.6%	12.4%	7.0%
11th	10.6%	12.0%	9.0%
12th	8.9%	11.3%	6.5%
Idaho Overall	10.3%	13.5%	7.2%
2007 U.S. Overall	11.8%	16.3%	7.3%

Question 72: Percentage of students who took diet pills, powders, or liquids without a doctor's advice to lose weight or to keep from gaining weight during the past 30 days

Grade	Total	Female	Male
9th	5.5%	6.3%	4.8%
10th	4.6%	7.7%	1.6%
11th	5.9%	7.0%	4.5%
12th	6.3%	8.0%	4.5%
Idaho Overall	5.6%	7.2%	3.9%
2007 U.S. Overall	5.9%	7.5%	4.2%

Question 73: Percentage of students who vomited or took laxatives to lose weight or to keep from gaining weight during the past 30 days

Grade	Total	Female	Male
9th	3.5%	4.6%	2.5%
10th	4.5%	5.7%	3.3%
11th	5.1%	6.7%	3.3%
12th	3.3%	5.6%	1.1%
Idaho Overall	4.2%	5.7%	2.7%
2007 U.S. Overall	4.3%	6.4%	2.2%

Question 74: Percentage of students who drank 100% fruit juices one or more times during the past seven days

Grade	Total	Female	Male
9th	74.8%	72.8%	76.8%
10th	80.2%	77.5%	82.7%
11th	84.7%	84.2%	85.1%
12th	79.8%	76.9%	82.5%
Idaho Overall	79.7%	77.7%	81.6%
2007 U.S. Overall	80.3%	78.9%	81.6%

Question 75: Percentage of students who ate fruit one or more times during the past seven days

Grade	Total	Female	Male
9th	90.2%	93.4%	87.2%
10th	92.1%	93.8%	90.6%
11th	92.6%	95.5%	89.9%
12th	93.5%	93.6%	93.4%
Idaho Overall	92.1%	93.9%	90.3%
2007 U.S. Overall	85.3%	86.0%	84.8%

Question 76: Percentage of students who ate green salad one or more times during the past seven days

Grade	Total	Female	Male
9th	68.5%	76.6%	60.9%
10th	66.4%	69.4%	63.5%
11th	71.5%	76.0%	67.2%
12th	71.8%	76.5%	67.3%
Idaho Overall	69.3%	74.3%	64.4%
2007 U.S. Overall	64.1%	68.7%	59.4%

Question 77: Percentage of students who ate potatoes one or more times during the past seven days

Grade	Total	Female	Male
9th	77.2%	73.9%	80.3%
10th	72.3%	70.8%	73.7%
11th	79.8%	79.3%	80.3%
12th	77.5%	76.6%	78.5%
Idaho Overall	76.6%	74.9%	78.3%
2007 U.S. Overall	69.1%	67.3%	71.0%

Question 78: Percentage of students who ate carrots one or more times during the past seven days

Grade	Total	Female	Male
9th	53.3%	52.7%	53.9%
10th	51.6%	48.7%	54.4%
11th	55.8%	54.7%	56.7%
12th	58.6%	62.1%	55.2%
Idaho Overall	54.7%	54.3%	55.0%
2007 U.S. Overall	46.3%	46.2%	46.5%

Question 79: Percentage of students who ate other vegetables one or more times during the past seven days

Grade	Total	Female	Male
9th	86.7%	88.6%	84.8%
10th	86.4%	87.8%	85.1%
11th	86.0%	87.0%	85.1%
12th	88.8%	88.8%	88.8%
Idaho Overall	86.9%	87.9%	85.8%
2007 U.S. Overall	82.4%	84.0%	80.7%

Fruit and Vegetables: Percentage of students who ate five or more servings of fruits and vegetables per day during the past seven days

Grade	Total	Female	Male
9th	17.0%	17.1%	16.9%
10th	19.3%	16.7%	21.8%
11th	16.9%	15.2%	18.3%
12th	21.6%	18.6%	24.4%
Idaho Overall	18.5%	16.8%	20.1%
2007 U.S. Overall	21.4%	19.9%	22.9%

Fruits: Percentage of students who ate fruits two or more times per day during the past seven days

Grade	Total	Female	Male
9th	26.4%	26.6%	26.1%
10th	31.2%	30.6%	31.9%
11th	29.3%	25.3%	32.8%
12th	28.9%	28.3%	29.5%
Idaho Overall	28.9%	27.7%	30.0%
2007 U.S. Overall	N/A	N/A	N/A

Vegetables: Percentage of students who ate vegetables three or more times per day during the past seven days

Grade	Total	Female	Male
9th	12.2%	12.6%	11.9%
10th	11.7%	10.1%	13.3%
11th	10.3%	10.3%	9.9%
12th	9.8%	7.7%	11.8%
Idaho Overall	11.1%	10.2%	11.9%
2007 U.S. Overall	N/A	N/A	N/A

Question 80: Percentage of students who drank a can, bottle, or glass of soda pop one or more times per day during the past seven days

Grade	Total	Female	Male
9th	15.9%	12.3%	19.3%
10th	17.4%	13.8%	20.8%
11th	21.8%	15.6%	27.4%
12th	17.4%	13.5%	21.2%
Idaho Overall	18.3%	13.9%	22.3%
2007 U.S. Overall	33.8%	29.0%	38.6%

Question 81: Percentage of students who drank three or more glasses of milk per day during the past seven days

Grade	Total	Female	Male
9th	20.3%	17.1%	23.3%
10th	24.4%	19.6%	29.0%
11th	20.0%	11.1%	28.2%
12th	14.1%	6.4%	21.4%
Idaho Overall	20.2%	13.8%	25.7%
2007 U.S. Overall	14.1%	8.8%	19.4%

Question 82: Percentage of students who purchased at least part of their lunch from a vending machine on one or more of the past seven days

Grade	Total	Female	Male
9th	18.1%	21.7%	14.7%
10th	22.4%	24.1%	20.8%
11th	20.1%	18.1%	21.8%
12th	18.6%	21.9%	15.4%
Idaho Overall	19.9%	21.6%	18.2%
2007 U.S. Overall	N/A	N/A	N/A

Question 83: Percentage of students who ate breakfast on seven of the past seven days

Grade	Total	Female	Male
9th	42.8%	34.7%	50.6%
10th	47.4%	43.1%	51.5%
11th	44.1%	40.4%	47.3%
12th	39.6%	39.5%	39.8%
Idaho Overall	43.5%	39.2%	47.4%
2007 U.S. Overall	N/A	N/A	N/A

Question 84: Percentage of students who ate four or more meals with their family during the past seven days

Grade	Total	Female	Male
9th	71.0%	68.8%	73.1%
10th	67.1%	66.3%	67.8%
11th	64.6%	59.9%	68.9%
12th	61.7%	60.3%	63.0%
Idaho Overall	66.2%	63.9%	68.2%
2007 U.S. Overall	N/A	N/A	N/A

Physical Activity

Question 85: Percentage of students who were physically active for a total of at least 60 minutes per day on five or more of the past seven days

Grade	Total	Female	Male
9th	58.4%	52.9%	63.6%
10th	54.9%	43.6%	65.6%
11th	52.9%	42.7%	62.6%
12th	47.6%	32.0%	62.5%
Idaho Overall	53.6%	43.0%	63.6%
2007 U.S. Overall	34.7%	25.6%	43.7%

Question 86: Percentage of students who watched three or more hours of TV per day on an average school day

Grade	Total	Female	Male
9th	25.0%	20.8%	29.0%
10th	22.3%	22.8%	21.9%
11th	19.5%	17.9%	20.8%
12th	19.3%	18.5%	20.1%
Idaho Overall	21.9%	20.2%	23.4%
2007 U.S. Overall	35.4%	33.2%	37.5%

Question 87: Percentage of students who played video or computer games or used a computer for something that was not school work three or more hours per day on an average school day

Grade	Total	Female	Male
9th	18.5%	11.2%	25.5%
10th	18.2%	14.6%	21.5%
11th	16.4%	10.3%	21.9%
12th	14.8%	13.2%	16.3%
Idaho Overall	17.2%	12.5%	21.6%
2007 U.S. Overall	24.9%	20.6%	29.1%

Question 88: Percentage of students who attended physical education (PE) class one or more days in an average school week when they were in school

Grade	Total	Female	Male
9th	58.2%	53.7%	62.5%
10th	49.5%	41.1%	57.6%
11th	44.3%	33.2%	54.9%
12th	40.3%	27.9%	52.4%
Idaho Overall	48.3%	39.3%	57.0%
2007 U.S. Overall	53.6%	49.4%	57.7%

PE Daily: Percentage of students who attended physical education (PE) class daily

Grade	Total	Female	Male
9th	25.0%	18.9%	30.8%
10th	22.4%	16.6%	27.8%
11th	24.9%	16.9%	32.6%
12th	22.6%	11.0%	33.8%
Idaho Overall	23.7%	15.9%	31.2%
2007 U.S. Overall	30.3%	27.3%	33.2%

Question 89: Percentage of students who played on one or more sports teams during the past 12 months

Grade	Total	Female	Male
9th	65.4%	66.6%	64.3%
10th	61.6%	58.3%	64.7%
11th	63.3%	57.7%	68.7%
12th	53.2%	42.2%	63.7%
Idaho Overall	61.2%	56.8%	65.3%
2007 U.S. Overall	56.3%	50.4%	62.1%

Other Health-Related Topics

Question 90: Percentage of students who have ever talked about AIDS or HIV infection with their parents or other adults in their family

Grade	Total	Female	Male
9th	47.5%	51.3%	43.8%
10th	48.5%	51.0%	46.1%
11th	46.1%	51.3%	41.3%
12th	49.7%	52.0%	47.4%
Idaho Overall	47.9%	51.4%	44.5%
2007 U.S. Overall	N/A	N/A	N/A

Question 91: Percentage of students who had ever been taught about AIDS or HIV infection in school

Grade	Total	Female	Male
9th	83.2%	85.4%	86.0%
10th	85.7%	83.3%	88.0%
11th	85.6%	86.0%	85.5%
12th	89.3%	90.3%	88.2%
Idaho Overall	85.6%	85.4%	86.0%
2007 U.S. Overall	89.5%	90.2%	88.7%

Question 92: Percentage of students who had ever been told by a doctor or nurse that they had asthma

Grade	Total	Female	Male
9th	15.9%	14.7%	17.2%
10th	18.4%	21.2%	15.7%
11th	19.7%	23.9%	15.6%
12th	16.8%	16.8%	16.7%
Idaho Overall	17.6%	19.2%	16.1%
2007 U.S. Overall	20.3%	20.7%	19.9%

Question 93: Percentage of students who had been told by a doctor or nurse that they had asthma and who still have asthma

Grade	Total	Female	Male
9th	9.6%	9.1%	10.0%
10th	9.1%	12.5%	5.9%
11th	9.2%	11.3%	7.3%
12th	6.1%	6.2%	6.0%
Idaho Overall	8.5%	9.9%	7.3%
2007 U.S. Overall	10.9%	12.5%	9.3%

Question 94: Percentage of students who get eight or more hours of sleep on an average school night

Grade	Total	Female	Male
9th	42.0%	36.2%	47.5%
10th	38.6%	34.5%	42.4%
11th	31.9%	25.7%	37.9%
12th	26.2%	19.5%	32.8%
Idaho Overall	34.8%	29.0%	40.2%
2007 U.S. Overall	N/A	N/A	N/A

Question 95: Percentage of students who most of the time or always wear sunscreen with an SPF of 15 or higher when they are outside for more than one hour on a sunny day

Grade	Total	Female	Male
9th	12.3%	17.0%	7.9%
10th	8.9%	11.0%	7.0%
11th	11.1%	15.7%	6.9%
12th	10.8%	16.9%	5.0%
Idaho Overall	10.8%	15.0%	6.8%
2007 U.S. Overall	N/A	N/A	N/A

Question 96: Percentage of students who used an indoor tanning device such as a sunlamp, sunbed, or tanning booth one or more times during the past 12 months

Grade	Total	Female	Male
9th	12.5%	22.1%	3.5%
10th	16.9%	27.1%	7.1%
11th	22.8%	34.6%	11.5%
12th	24.9%	34.0%	16.2%
Idaho Overall	19.2%	29.6%	9.4%
2007 U.S. Overall	N/A	N/A	N/A

Question 97: Percentage of students who have at least one teacher or other adult in this school that they can talk to if they have a problem

Grade	Total	Female	Male
9th	56.2%	57.6%	54.9%
10th	62.5%	61.2%	63.6%
11th	67.0%	64.1%	70.0%
12th	75.2%	78.9%	71.7%
Idaho Overall	64.6%	64.8%	64.6%
2007 U.S. Overall	N/A	N/A	N/A

Question 98: Percentage of students who have changed schools one or more times other than moving from elementary school to junior high school and junior high school to high school

Grade	Total	Female	Male
9th	66.3%	64.7%	67.8%
10th	64.0%	65.8%	62.3%
11th	64.7%	70.4%	59.3%
12th	64.3%	66.9%	61.7%
Idaho Overall	64.9%	67.0%	62.9%
2007 U.S. Overall	N/A	N/A	N/A

Appendix B: 2009 Idaho YRBS Survey
Questionnaire

2009 Idaho Youth Risk Behavior Survey

This survey is about health behavior. It has been developed so you can tell us what you do that may affect your health. The information you give will be used to develop better health education for young people like yourself.

DO NOT write your name on this survey. The answers you give will be kept private. No one will know what you write. Answer the questions based on what you really do.

Completing the survey is voluntary. Whether or not you answer the questions will not affect your grade in this class. If you are not comfortable answering a question, just leave it blank.

The questions that ask about your background will be used only to describe the types of students completing this survey. The information will not be used to find out your name. No names will ever be reported.

Make sure to read every question. Fill in the ovals completely. When you are finished, follow the instructions of the person giving you the survey.

Thank you very much for your help.

Directions

- Use a #2 pencil only.
- Make dark marks.
- Fill in a response like this: A B ● D.
- If you change your answer, erase your old answer completely.

1. How old are you?
 - A. 12 years old or younger
 - B. 13 years old
 - C. 14 years old
 - D. 15 years old
 - E. 16 years old
 - F. 17 years old
 - G. 18 years old or older

2. What is your sex?
 - A. Female
 - B. Male

3. In what grade are you?
 - A. 9th grade
 - B. 10th grade
 - C. 11th grade
 - D. 12th grade
 - E. Ungraded or other grade

4. Are you Hispanic or Latino?
 - A. Yes
 - B. No

5. What is your race? (Select one or more responses.)
 - A. American Indian or Alaska Native
 - B. Asian
 - C. Black or African American
 - D. Native Hawaiian or Other Pacific Islander
 - E. White

6. How tall are you without your shoes on?
 Directions: Write your height in the shaded blank boxes. Fill in the matching oval below each number.

Example

Height	
Feet	Inches
5	7
③	⑩
④	①
●	②
⑥	③
⑦	④
	⑤
	⑥
	●
	⑧
	⑨
	⑩
	⑪

7. How much do you weigh without your shoes on?
 Directions: Write your weight in the shaded blank boxes. Fill in the matching oval below each number.

Example

Weight		
Pounds		
1	5	2
①	④	⑦
●	①	①
②	②	●
③	③	③
	④	④
	●	⑤
	⑥	⑥
	⑦	⑦
	⑧	⑧
	⑨	⑨

The next 4 questions ask about safety.

8. **When you rode a bicycle** during the past 12 months, how often did you wear a helmet?
- A. I did not ride a bicycle during the past 12 months
 - B. Never wore a helmet
 - C. Rarely wore a helmet
 - D. Sometimes wore a helmet
 - E. Most of the time wore a helmet
 - F. Always wore a helmet
9. How often do you wear a seat belt when **riding** in a car driven by someone else?
- A. Never
 - B. Rarely
 - C. Sometimes
 - D. Most of the time
 - E. Always
10. During the past 30 days, how many times did you **ride** in a car or other vehicle **driven by someone who had been drinking alcohol**?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or more times
11. During the past 30 days, how many times did you **drive** a car or other vehicle **when you had been drinking alcohol**?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or more times

The next 12 questions ask about violence-related behaviors.

12. During the past 30 days, on how many days did you carry **a weapon** such as a gun, knife, or club?
- A. 0 days
 - B. 1 day
 - C. 2 or 3 days
 - D. 4 or 5 days
 - E. 6 or more days
13. During the past 30 days, on how many days did you carry **a gun**?
- A. 0 days
 - B. 1 day
 - C. 2 or 3 days
 - D. 4 or 5 days
 - E. 6 or more days
14. During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club **on school property**?
- A. 0 days
 - B. 1 day
 - C. 2 or 3 days
 - D. 4 or 5 days
 - E. 6 or more days
15. During the past 30 days, on how many days did you **not** go to school because you felt you would be unsafe at school or on your way to or from school?
- A. 0 days
 - B. 1 day
 - C. 2 or 3 days
 - D. 4 or 5 days
 - E. 6 or more days

16. During the past 12 months, how many times has someone threatened or injured you with a weapon such as a gun, knife, or club **on school property**?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or 7 times
 - F. 8 or 9 times
 - G. 10 or 11 times
 - H. 12 or more times
17. During the past 12 months, how many times has someone stolen or deliberately damaged your property such as your car, clothing, or books **on school property**?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or 7 times
 - F. 8 or 9 times
 - G. 10 or 11 times
 - H. 12 or more times
18. During the past 12 months, how many times were you in a physical fight?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or 7 times
 - F. 8 or 9 times
 - G. 10 or 11 times
 - H. 12 or more times
19. During the past 12 months, how many times were you in a physical fight in which you were injured and had to be treated by a doctor or nurse?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or more times
20. During the past 12 months, how many times were you in a physical fight **on school property**?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or 7 times
 - F. 8 or 9 times
 - G. 10 or 11 times
 - H. 12 or more times
21. During the past 12 months, did your boyfriend or girlfriend ever hit, slap, or physically hurt you on purpose?
- A. Yes
 - B. No
22. Have you ever been physically forced to have sexual intercourse when you did not want to?
- A. Yes
 - B. No
23. During the past 12 months, how many times did you do something to purposely hurt yourself without wanting to die, such as cutting or burning yourself on purpose?
- A. 0 times
 - B. 1 time
 - C. 2 or 3 times
 - D. 4 or 5 times
 - E. 6 or more times

The next 5 questions ask about bullying. Bullying is when 1 or more students tease, threaten, spread rumors about, hit, shove, or hurt another student over and over again. It is not bullying when 2 students of about the same strength or power argue or fight or tease each other in a friendly way.

24. During the past 12 months, have you ever been bullied **on school property**?
- A. Yes
B. No
25. During the past 12 months, have you ever been **electronically bullied**, such as through e-mail, chat rooms, instant messaging, Web sites, or text messaging?
- A. Yes
B. No
26. During the past 12 months, have you ever bullied someone else **on school property**?
- A. Yes
B. No
27. During the past 12 months, have you ever been the victim of teasing or name calling because of your weight, size, or physical appearance?
- A. Yes
B. No
28. During the past 12 months, have you ever been the victim of teasing or name calling because of your race or ethnic background?
- A. Yes
B. No

The next 5 questions ask about sad feelings and attempted suicide. Sometimes people feel so depressed about the future that they may consider attempting suicide, that is, taking some action to end their own life.

29. During the past 12 months, did you ever feel so sad or hopeless almost every day for **two weeks or more in a row** that you stopped doing some usual activities?
- A. Yes
B. No
30. During the past 12 months, did you ever **seriously** consider attempting suicide?
- A. Yes
B. No
31. During the past 12 months, did you make a plan about how you would attempt suicide?
- A. Yes
B. No
32. During the past 12 months, how many times did you actually attempt suicide?
- A. 0 times
B. 1 time
C. 2 or 3 times
D. 4 or 5 times
E. 6 or more times
33. **If you attempted suicide** during the past 12 months, did any attempt result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?
- A. **I did not attempt suicide** during the past 12 months
B. Yes
C. No

The next 11 questions ask about tobacco use.

34. Have you ever tried cigarette smoking, even one or two puffs?
A. Yes
B. No
35. How old were you when you smoked a whole cigarette for the first time?
A. I have never smoked a whole cigarette
B. 8 years old or younger
C. 9 or 10 years old
D. 11 or 12 years old
E. 13 or 14 years old
F. 15 or 16 years old
G. 17 years old or older
36. During the past 30 days, on how many days did you smoke cigarettes?
A. 0 days
B. 1 or 2 days
C. 3 to 5 days
D. 6 to 9 days
E. 10 to 19 days
F. 20 to 29 days
G. All 30 days
37. During the past 30 days, on the days you smoked, how many cigarettes did you smoke **per day**?
A. I did not smoke cigarettes during the past 30 days
B. Less than 1 cigarette per day
C. 1 cigarette per day
D. 2 to 5 cigarettes per day
E. 6 to 10 cigarettes per day
F. 11 to 20 cigarettes per day
G. More than 20 cigarettes per day
38. During the past 30 days, how did you **usually** get your own cigarettes? (Select only **one** response.)
A. I did not smoke cigarettes during the past 30 days
B. I bought them in a store such as a convenience store, supermarket, discount store, or gas station
C. I bought them from a vending machine
D. I gave someone else money to buy them for me
E. I borrowed (or bummed) them from someone else
F. A person 18 years old or older gave them to me
G. I took them from a store or family member
H. I got them some other way
39. During the past 30 days, on how many days did you smoke cigarettes **on school property**?
A. 0 days
B. 1 or 2 days
C. 3 to 5 days
D. 6 to 9 days
E. 10 to 19 days
F. 20 to 29 days
G. All 30 days

40. Have you ever smoked cigarettes daily, that is, at least one cigarette every day for 30 days?
- A. Yes
 - B. No
41. During the past 12 months, did you ever try **to quit** smoking cigarettes?
- A. I did not smoke during the past 12 months
 - B. Yes
 - C. No
42. During the past 30 days, on how many days did you use **chewing tobacco, snuff, or dip**, such as Redman, Levi Garrett, Beechnut, Skoal, Skoal Bandits, or Copenhagen?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
43. During the past 30 days, on how many days did you use **chewing tobacco, snuff, or dip on school property**?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days

44. During the past 30 days, on how many days did you smoke **cigars, cigarillos, or little cigars**?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days

The next 6 questions ask about drinking alcohol. This includes drinking beer, wine, wine coolers, and liquor such as rum, gin, vodka, or whiskey. For these questions, drinking alcohol does not include drinking a few sips of wine for religious purposes.

45. During your life, on how many days have you had at least one drink of alcohol?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 9 days
 - D. 10 to 19 days
 - E. 20 to 39 days
 - F. 40 to 99 days
 - G. 100 or more days
46. How old were you when you had your first drink of alcohol other than a few sips?
- A. I have never had a drink of alcohol other than a few sips
 - B. 8 years old or younger
 - C. 9 or 10 years old
 - D. 11 or 12 years old
 - E. 13 or 14 years old
 - F. 15 or 16 years old
 - G. 17 years old or older

47. During the past 30 days, on how many days did you have at least one drink of alcohol?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days
48. During the past 30 days, on how many days did you have 5 or more drinks of alcohol in a row, that is, within a couple of hours?
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 to 5 days
 - E. 6 to 9 days
 - F. 10 to 19 days
 - G. 20 or more days
49. During the past 30 days, how did you **usually** get the alcohol you drank?
- A. I did not drink alcohol during the past 30 days
 - B. I bought it in a store such as a liquor store, convenience store, supermarket, discount store, or gas station
 - C. I bought it at a restaurant, bar, or club
 - D. I bought it at a public event such as a concert or sporting event
 - E. I gave someone else money to buy it for me
 - F. Someone gave it to me
 - G. I took it from a store or family member
 - H. I got it some other way

50. During the past 30 days, on how many days did you have at least one drink of alcohol **on school property**?
- A. 0 days
 - B. 1 or 2 days
 - C. 3 to 5 days
 - D. 6 to 9 days
 - E. 10 to 19 days
 - F. 20 to 29 days
 - G. All 30 days

The next 4 questions ask about marijuana use. Marijuana also is called grass or pot.

51. During your life, how many times have you used marijuana?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 to 99 times
 - G. 100 or more times
52. How old were you when you tried marijuana for the first time?
- A. I have never tried marijuana
 - B. 8 years old or younger
 - C. 9 or 10 years old
 - D. 11 or 12 years old
 - E. 13 or 14 years old
 - F. 15 or 16 years old
 - G. 17 years old or older
53. During the past 30 days, how many times did you use marijuana?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times

54. During the past 30 days, how many times did you use marijuana **on school property**?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times

The next 9 questions ask about other drugs.

55. During your life, how many times have you used **any** form of cocaine, including powder, crack, or freebase?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
56. During the past 30 days, how many times did you use **any** form of cocaine, including powder, crack, or freebase?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
57. During your life, how many times have you sniffed glue, breathed the contents of aerosol spray cans, or inhaled any paints or sprays to get high?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times

58. During your life, how many times have you used **heroin** (also called smack, junk, or China White)?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
59. During your life, how many times have you used **methamphetamines** (also called speed, crystal, crank, or ice)?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
60. During your life, how many times have you used **ecstasy** (also called MDMA)?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
61. During your life, how many times have you taken **steroid pills or shots** without a doctor's prescription?
- A. 0 times
 - B. 1 or 2 times
 - C. 3 to 9 times
 - D. 10 to 19 times
 - E. 20 to 39 times
 - F. 40 or more times
62. During your life, how many times have you used a needle to inject any **illegal** drug into your body?
- A. 0 times
 - B. 1 time
 - C. 2 or more times

63. During the past 12 months, has anyone offered, sold, or given you an illegal drug **on school property**?
- A. Yes
 - B. No

The next 3 questions ask about sexual behavior.

64. Have you ever had sexual intercourse?
- A. Yes
 - B. No
65. How old were you when you had sexual intercourse for the first time?
- A. I have never had sexual intercourse
 - B. 11 years old or younger
 - C. 12 years old
 - D. 13 years old
 - E. 14 years old
 - F. 15 years old
 - G. 16 years old
 - H. 17 years old or older
66. Did you drink alcohol or use drugs before you had sexual intercourse the **last time**?
- A. I have never had sexual intercourse
 - B. Yes
 - C. No

The next 7 questions ask about body weight.

67. How do **you** describe your weight?
- A. Very underweight
 - B. Slightly underweight
 - C. About the right weight
 - D. Slightly overweight
 - E. Very overweight

68. Which of the following are you trying to do about your weight?
- A. **Lose** weight
 - B. **Gain** weight
 - C. **Stay** the same weight
 - D. I am **not trying to do anything** about my weight

69. During the past 30 days, did you **exercise** to lose weight or to keep from gaining weight?
- A. Yes
 - B. No
70. During the past 30 days, did you **eat less food, fewer calories, or foods low in fat** to lose weight or to keep from gaining weight?
- A. Yes
 - B. No
71. During the past 30 days, did you **go without eating for 24 hours or more** (also called fasting) to lose weight or to keep from gaining weight?
- A. Yes
 - B. No
72. During the past 30 days, did you **take any diet pills, powders, or liquids** without a doctor's advice to lose weight or to keep from gaining weight? (Do **not** include meal replacement products such as Slim Fast.)
- A. Yes
 - B. No
73. During the past 30 days, did you **vomit or take laxatives** to lose weight or to keep from gaining weight?
- A. Yes
 - B. No

The next 11 questions ask about food you ate or drank during the past 7 days. Think about all the meals and snacks you had from the time you got up until you went to bed. Be sure to include food you ate at home, at school, at restaurants, or anywhere else.

74. During the past 7 days, how many times did you drink **100% fruit juices** such as orange juice, apple juice, or grape juice? (Do **not** count punch, Kool-Aid, sports drinks, or other fruit-flavored drinks.)
- A. I did not drink 100% fruit juice during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day
75. During the past 7 days, how many times did you eat **fruit**? (Do **not** count fruit juice.)
- A. I did not eat fruit during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day
76. During the past 7 days, how many times did you eat **green salad**?
- A. I did not eat green salad during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day
77. During the past 7 days, how many times did you eat **potatoes**? (Do **not** count french fries, fried potatoes, or potato chips.)
- A. I did not eat potatoes during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day
78. During the past 7 days, how many times did you eat **carrots**?
- A. I did not eat carrots during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day

79. During the past 7 days, how many times did you eat **other vegetables**? (Do **not** count green salad, potatoes, or carrots.)
- A. I did not eat other vegetables during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day
80. During the past 7 days, how many times did you drink a **can, bottle, or glass of soda or pop**, such as Coke, Pepsi, or Sprite? (Do **not** include diet soda or diet pop.)
- A. I did not drink soda or pop during the past 7 days
 - B. 1 to 3 times during the past 7 days
 - C. 4 to 6 times during the past 7 days
 - D. 1 time per day
 - E. 2 times per day
 - F. 3 times per day
 - G. 4 or more times per day
81. During the past 7 days, how many **glasses of milk** did you drink? (Include the milk you drank in a glass or cup, from a carton, or with cereal. Count the half pint of milk served at school as equal to one glass.)
- A. I did not drink milk during the past 7 days
 - B. 1 to 3 glasses during the past 7 days
 - C. 4 to 6 glasses during the past 7 days
 - D. 1 glass per day
 - E. 2 glasses per day
 - F. 3 glasses per day
 - G. 4 or more glasses per day
82. During the past 7 days, on how many days did you purchase at least part of your lunch from a vending machine?
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 to 5 days
 - E. 6 or more days
83. During the past 7 days, on how many days did you eat breakfast?
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4 days
 - F. 5 days
 - G. 6 days
 - H. 7 days

84. During the past 7 days, how many meals did you eat with your family?
- A. 0 meals
 - B. 1 to 3 meals
 - C. 4 to 6 meals
 - D. 7 to 9 meals
 - E. 10 to 12 meals
 - F. 13 to 15 meals
 - G. 16 or more meals

The next 5 questions ask about physical activity.

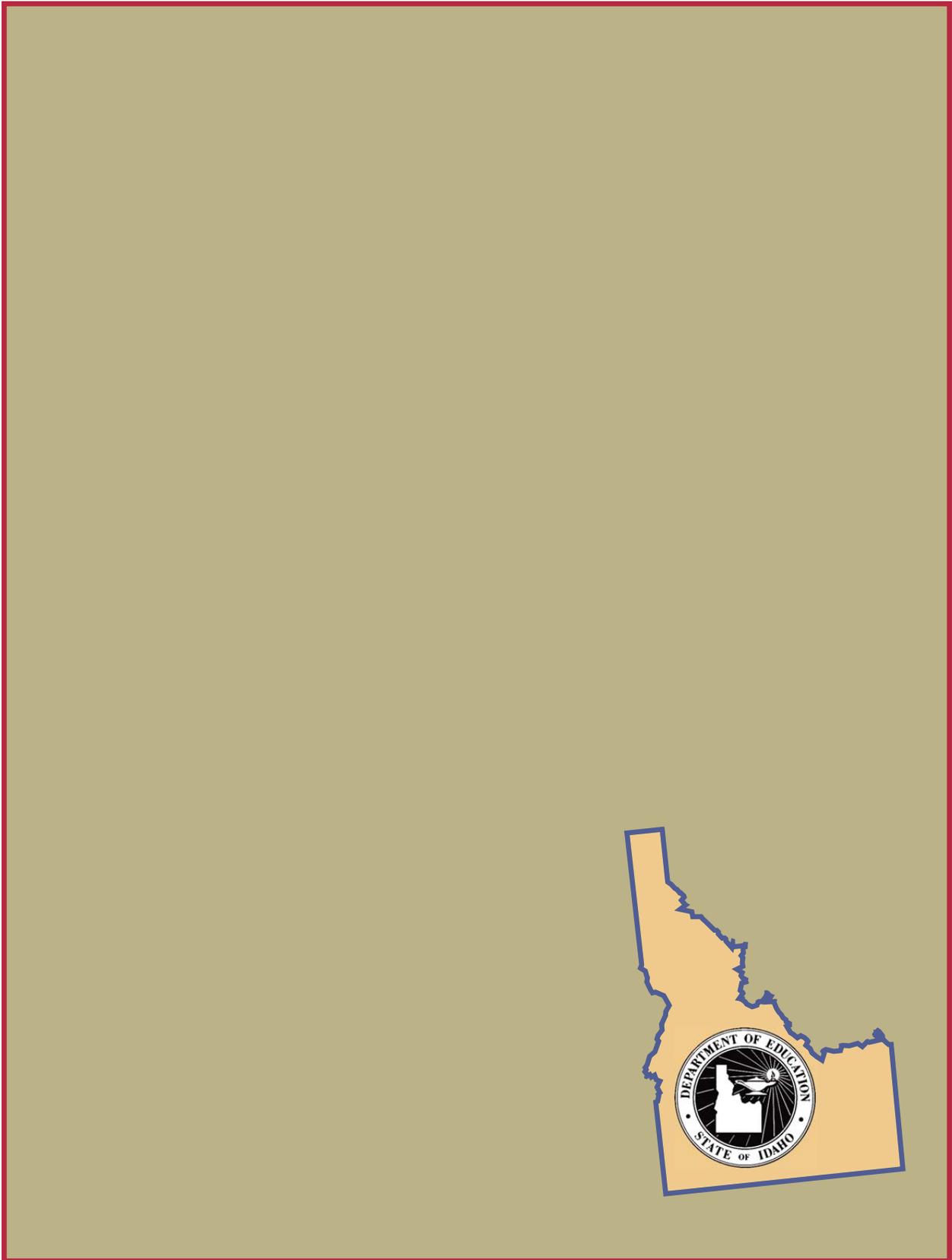
85. During the past 7 days, on how many days were you physically active for a total of **at least 60 minutes per day**? (Add up all the time you spent in any kind of physical activity that increased your heart rate and made you breathe hard some of the time.)
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4 days
 - F. 5 days
 - G. 6 days
 - H. 7 days
86. On an average school day, how many hours do you watch TV?
- A. I do not watch TV on an average school day
 - B. Less than 1 hour per day
 - C. 1 hour per day
 - D. 2 hours per day
 - E. 3 hours per day
 - F. 4 hours per day
 - G. 5 or more hours per day

87. On an average school day, how many hours do you play video or computer games or use a computer for something that is not school work? (Include activities such as Nintendo, Game Boy, PlayStation, Xbox, computer games, and the Internet.)
- A. I do not play video or computer games or use a computer for something that is not school work
 - B. Less than 1 hour per day
 - C. 1 hour per day
 - D. 2 hours per day
 - E. 3 hours per day
 - F. 4 hours per day
 - G. 5 or more hours per day
88. In an average week when you are in school, on how many days do you go to physical education (PE) classes?
- A. 0 days
 - B. 1 day
 - C. 2 days
 - D. 3 days
 - E. 4 days
 - F. 5 days
89. During the past 12 months, on how many sports teams did you play? (Include any teams run by your school or community groups.)
- A. 0 teams
 - B. 1 team
 - C. 2 teams
 - D. 3 or more teams

The next 9 questions ask about other health-related topics.

90. Have you ever talked about AIDS or HIV infection with your parents or other adults in your family?
A. Yes
B. No
C. Not sure
91. Have you ever been taught about AIDS or HIV infection in school?
A. Yes
B. No
C. Not sure
92. Has a doctor or nurse ever told you that you have asthma?
A. Yes
B. No
C. Not sure
93. Do you still have asthma?
A. I have never had asthma
B. Yes
C. No
D. Not sure
94. On an average school night, how many hours of sleep do you get?
A. 4 or less
B. 5 hours
C. 6 hours
D. 7 hours
E. 8 hours
F. 9 hours
G. 10 or more hours
95. When you are outside for more than one hour on a sunny day, how often do you wear sunscreen with an SPF of 15 or higher?
A. Never
B. Rarely
C. Sometimes
D. Most of the time
E. Always
96. During the past 12 months, how many times did you use an indoor tanning device such as a sunlamp, sunbed, or tanning booth? (Do **not** include getting a spray-on tan.)
A. 0 times
B. 1 or 2 times
C. 3 to 9 times
D. 10 to 19 times
E. 20 to 39 times
F. 40 or more times
97. Is there at least one teacher or other adult in this school that you can talk to if you have a problem?
A. Yes
B. No
C. Not sure
98. Other than moving from elementary school to junior high school and junior high school to high school, how many times have you changed schools?
A. I have never changed schools
B. 1 or 2 times
C. 3 or 4 times
D. 5 or 6 times
E. 7 or 8 times
F. 9 or 10 times
G. 11 or more times

**This is the end of the survey.
Thank you very much for your help.**



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EXECUTIVE SUMMARY

**STATE DEPARTMENT OF EDUCATION
 STATE TOBACCO TAX AND FEDERAL TITLE IVA
 2008-2009 SAFE AND DRUG-FREE SCHOOLS PREVENTION PROGRAM (SDFS)**

Safe and Drug-Free School programs in Idaho focus on strengthening the resiliency of students by supporting prevention education and fostering positive learning environments that are safe, drug and violence free in which youth realize their maximum academic and life skills potential.

SDFS PROGRAM – 2008-2009

- **123 District program grants awarded**
 - **plus Idaho School for the Deaf and the Blind**
 - **plus ten charter schools**
- **1,308,919 participating students** (comprehensive approach; many participants are involved in more than one activity, service or program)
- **35,567 parents involved**
- **33,485 community members provided 75,293 volunteer hours**

PROGRAM SUCCESS INDICATORS (Results for Years 2000-2009)	
27.2%	Decrease in harassment incidents
11.4%	Decrease in tobacco use on school campus and at activities
53.4%	Decrease in incidents of other drug possession on school campus and at activities
48.9%	Decrease in incidents of other drug use on school campus and at activities

STUDENT ASSISTANCE PROGRAMS (24,678 Students Surveyed)	
87%	Reported that the program gave them positive ways to deal with problems
81%	Reported that they had felt increased feelings of self worth
79%	Reported that the program had a positive effect on school attendance

Impact

The Safe and Drug-Free Schools Program has had a significant impact on student use of tobacco, alcohol and other drugs.

According to the 2008 Substance Use and School Climate Survey, conducted by the Northwest Regional Educational Laboratory for the State Department of Education, since 1998 students have reported the following changes in percentage of usage:

	Grade 6	Grade 8	Grade 10	Grade 12
Tobacco	- 2.0	-10.2	-17.2	-6.0
Alcohol	- 6.1	- 13.0	-15.3	-4.7
Any drug	+1.4	- 3.5	-8.0	+2.7

A complete copy of the 2008 Substance Use and School Climate Survey can be found on the State Department of Education website: http://www.sde.idaho.gov/site/safe_drugfree/data_resources.htm

Idaho Safe and Drug-Free Schools Program Program Success Indicators

The program is designed to discourage Idaho youth from the habitual use of alcohol, tobacco and other drugs. The principal goal of the program is to help ensure that all schools are safe, disciplined and drug-free by promoting the implementation of prevention education directed toward drug use and violence.

School District SDFS programs are required to adhere to Principles of Effectiveness:

- Based on needs assessments of objective data
- Based on performance measures
- Grounded in scientifically-based research
(currently 34 research-based programs including 6 parent programs are being implemented)
- Based on analysis of prevalence of risk factors, protective factors and 40 developmental assets identified through scientifically-based research (all programs, activities and services must address risk/protective factors)
- Include consultation with and input from students and parents
(required parent representation on district Safe and Drug-Free Schools Advisory Board; student representation is strongly recommended)
- Evaluated annually against locally selected performance measures and modified over time (based on the evaluation) to refine, improve and strengthen the program.

Idaho Substance Use and School Climate Survey Results (2008 sample size: 15,200)

Percentage of Idaho students who have ever:

Grade	Used Alcohol		Used Smoking Tobacco		Used Any Drug		Used Cocaine		Used Marijuana		Used Inhalants		Used Methamphetamines	
	1996	2008	1996	2008	1996	2008	1996	2008	1996	2008	1996	2008	1996	2008
6th	24.4	12.3	8.0	3.2	7.6	7.0	0.5	0.3	2.1	1.4	5.7	3.9	0.7	0.4
8th	49.7	29.2	28.7	11.0	25.5	14.5	3.5	1.3	14.7	7.6	16.0	8.3	4.4	1.0
10th	69.8*	47.6	40.6*	23.4	44.9*	28.7	5.1*	3.7	31.2*	22.8	10.7*	8.9	7.8*	2.3
12th	67.9	59.9	48.1	36.0	37.6	38.9	7.2	6.9	33.4	33.5	10.0	8.0	10.4	2.4

*10th grade was not included in the 1996 survey – 1998 data was used.

State Year-End Incident Reports: (the annual incident report is a summary of data reported by administrators)

School Year	Tobacco Use	Tobacco Possession	Alcohol Use	Other Drug Use	Expulsions	Fights	Vandalism	Total Weapons
2001-02	576	661	357	445	265	8,836	1,347	464
2008-09	616	541	229	432	176	6,841	1,189	715

Complete Year-End Reports found on program web site:

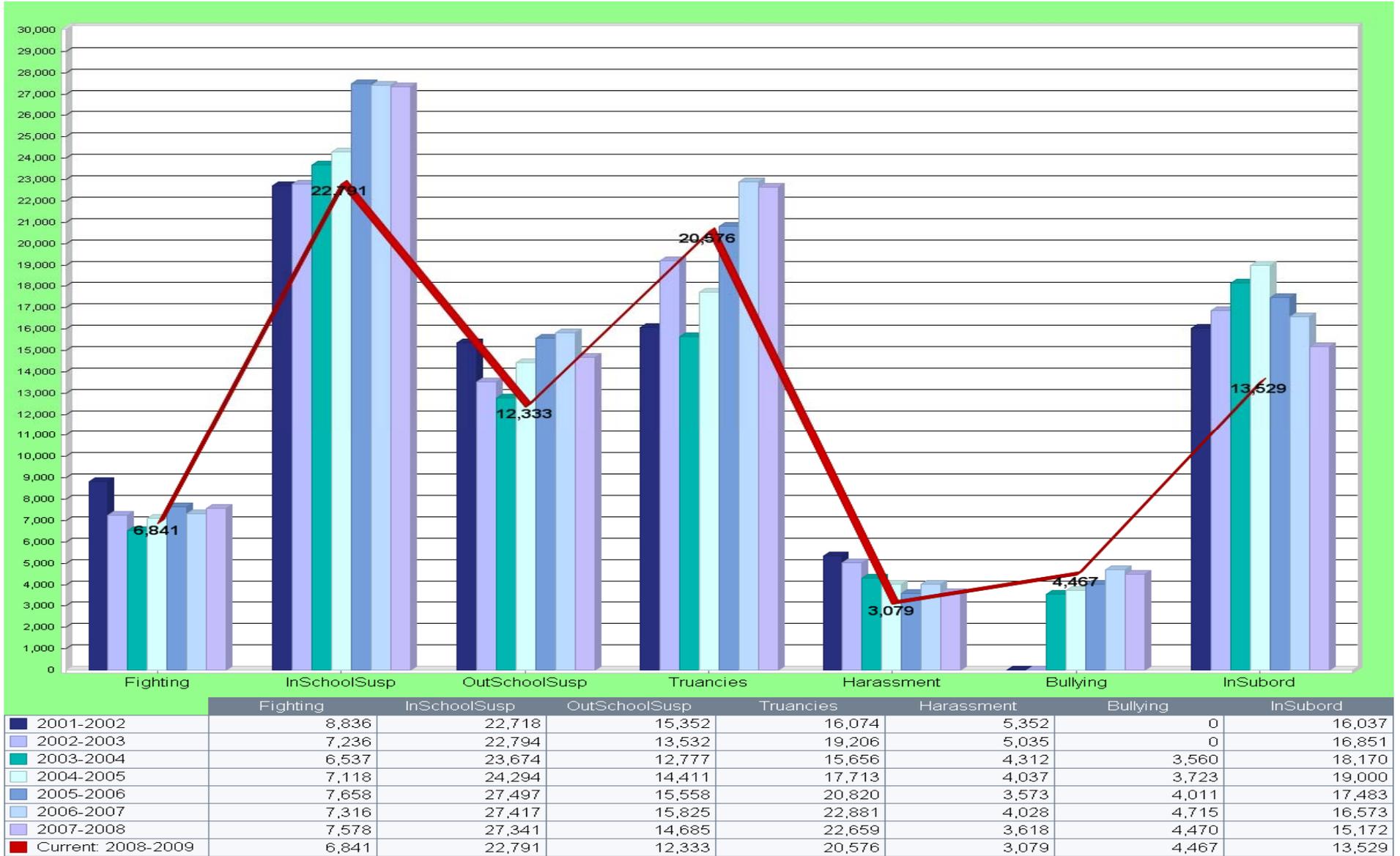
http://www.sde.idaho.gov/site/safe_drugfree/data_resources.htm

School Campus and School Activities Incident Report Comparison
 2001-02 through 2008-09 (Administrator Reported)



Enrollment -- 2000-01 - 245,009; 2001-02 - 246,415; 2002-03 - 248,515; 2003-04 - 249,368; 2004-05 - 253,421; 2005-06 - 259,123; 2006-07 - 264,746; 2007-08 - 272,058 2008-2009 275,075.

**School Campus and School Activities Incident Report Comparison
2001-02 through 2008-09 (Administrator Reported)**



Enrollment -- 2000-01 – 245,009; 2001-02 – 246,415; 2002-03 – 248,515; 2003-04 – 249,368; 2004-05 - 253,421; 2005-06 - 259,123; 2006-07 - 264,746; 2007-08 -272,058 2008-09 – 275,075.

*Since 2002-03, Harassment has been divided into two categories Harassment and Bullying.

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 18, 2010**

SUBJECT

Idaho Professional Standards Commission (PSC) 2008-2009 Annual Report

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Code Title 33 Chapter 12, 33-1252 through 33-1258

BACKGROUND/DISCUSSION

The PSC was created as a result of the work of the MOST committee, with the intent to provide oversight of the ongoing development and improvement of Idaho teacher standards and practices.

The commission was created in the State Department of Education, consisting of eighteen (18) members and has authority to adopt recognized professional codes and standards of ethics, conduct and professional practices applicable to teachers in the public schools of the state. Professional codes and standards are submitted to the State Board of Education for its consideration and approval.

Upon State Board of Education approval, the professional codes and standards are published by the Board. The Commission may make recommendations to the State Board of Education in such areas as teacher education, teacher certification and teaching standards to promote improvement of professional practices and competence of the teaching profession and impact the quality of education in the public schools of this state.

This report is an annual review of all the work achieved through the Commission during the 2008-2009 academic year.

IMPACT

All funding for the PSC is through a dedicated fund comprised of 66 percent of all teacher certification fees.

ATTACHMENTS

Attachment 1- PSC 2008-2009 Annual Report

Page 2

BOARD ACTION

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

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ANNUAL REPORT

PROFESSIONAL STANDARDS COMMISSION

2008-2009

TOM LUNA
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

CHRISTINA LINDER
PROFESSIONAL STANDARDS COMMISSION ADMINISTRATOR



IDAHO STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, ID 83720-0027

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ANNUAL REPORT

July 1, 2008 – June 30, 2009

The Professional Standards Commission was established by the legislature as provided in Sections 33-1251 through 33-1258, Idaho Code. It is an 18-member body comprised of 7 teachers, 4 school administrators, 3 public higher education personnel, plus 1 representative each of private higher education institutions, the State Department of Education, the Division of Professional-Technical Education, and the State School Boards Association.

Under Idaho Code, the Professional Standards Commission is charged with the three basic categories of responsibility listed below. 1) The Commission adopts professional codes and standards of ethics, conduct, and professional practices applicable to certificated employees; 2) it inquires into and, if warranted, provides hearings on charges of improper conduct; and 3) it makes recommendations concerning teacher education, teacher certification, and standards. Items 1) and 3) are subject to final approval by the State Board of Education.

During the 2008-2009 academic year, the following persons served as members of the Professional Standards Commission:

- | | | |
|-----|-----------------------------|---------------------------------------|
| 1. | Dr. Kathy Aiken | University of Idaho |
| 2. | Tama Bergstrand, Chair | Boundary County School District #101 |
| 3. | Cathy Bierne | Coeur d'Alene School District #271 |
| 4. | Dr. Dennis Cartwright | The College of Idaho |
| 5. | Becky Ford | Post Falls School District #273 |
| 6. | Dr. Bonnie Gallant | Boise School District #1 |
| 7. | Dr. Deb Hedeem | Idaho State University |
| 8. | Dr. Jann Hill | Lewis-Clark State College |
| 9. | Stephanie Olsen, Vice Chair | Boise School District #1 |
| 10. | Glenn Orthel | Division of Professional-Technical Ed |
| 11. | Brad Patzer | St. Maries Joint School District #41 |
| 12. | Carolyn Rapp | Boise School District #1 |
| 13. | Anne Ritter | Meridian Joint School District #2 |
| 14. | Shelly Rose | Mountain Home School District #193 |
| 15. | Dan Sakota | Madison School District #321 |
| 16. | Sue Skeen | Oneida County School District #351 |
| 17. | Nick Smith | State Department of Education |
| 18. | Loretta Stowers | Genesee School District #282 |

Christina Linder served as Administrator for the Commission from July 1, 2008, to June 30, 2009.

1. INTERNAL OPERATION OF THE COMMISSION

The Professional Standards Commission met six times during the 2008-2009 academic year in August, September, December, February, April and June. Five standing committees and one subcommittee functioned throughout the year.

<u>STANDING COMMITTEES</u>	<u>FUNCTION</u>
LEADERSHIP TEAM (Consists of Chair, Vice Chair, and four chairpersons from other standing committees.)	Troubleshoots. Tracks Commission tasks. Manages the Commission strategic plan.
AUTHORIZATIONS	Reviews district requests for approval of Teacher to New Certification authorizations.
STANDARDS	Reviews Certification standards. Recommends changes to Commission.
EXECUTIVE	Determines if there are sufficient grounds for a hearing on written unethical practice complaints.
PROFESSIONAL DEVELOPMENT	Reviews professional development issues.

<u>SUBCOMMITTEE</u>	<u>FUNCTION</u>
BUDGET	Monitors/makes recommended revisions to annual budget. Develops yearly budget with recommendations for Commission approval.

2. PROFESSIONAL PRACTICES ACTIVITIES

Under Section 33-1208, Idaho Code, the Professional Standards Commission has the ultimate responsibility for suspending or revoking certificates for educator misconduct. The Professional Standards Commission, under 33-1209, Idaho Code, is charged with the responsibility of securing compliance with standards of ethical conduct. The chief certification officer of the State Department of Education/administrator of the Professional Standards Commission advises the Commission Executive Committee of the circumstances of a case, suggesting a possible need for action to be taken against a certificate. If a due process hearing is requested, the State Superintendent of Public Instruction grants approval for a hearing to be held.

Since the publication date of the last annual report, the Professional Standards Commission received and considered the cases listed below. The administrator also provided technical assistance to districts in which educator misconduct or related problems were an issue, with a consistent recommendation that districts use legal counsel to help determine a course of action. The following cases were disposed of as indicated:

<u>CASE</u>	<u>CAUSE</u>	<u>DISPOSITION</u>
20613	Violation of Code	Suspension Time Expired; Certificate Reinstated
20618	Violation of Code	All Conditions Met; Reinstate Certificate at End of Suspension Period
20719	Violation of Code	No Sufficient Grounds; Closed
20723	Violation of Code	No Sufficient Grounds; Closed
20728	Violation of Code	All Conditions Met; Reinstate Certificate
20732	Violation of Code	Closed
20734	Violation of Code	Hearing Occurred; Time for Appealing Hearing Panel Decision Expired; Closed
20807	Violation of Code	Hearing Occurred; Time for Appealing Hearing Panel Decision Expired; Closed
20808	Violation of Code	Met Required Hearing Panel Conditions; Initial Certification Granted; Closed
20811	Violation of Code	Revocation; Closed
20812	Violation of Code	Letter of Reprimand; Closed
20813	Violation of Code	Two Classes to Be Taken by 12/31/08 or Suspension; Closed
20814	Violation of Code Violation of State Law; Conviction (Misdemeanor)	No Action Taken; Closed
20815	Violation of Code	One-Year Suspension with a Required Class; Closed; All Conditions Met; Reinstated
20817	Violation of Code Violation of State Law; Conviction (Oregon)	Revocation; Closed
20820	Violation of Code	Revocation

20821	Violation of Code	Three-Year Suspension with Conditions; Hearing Panel Decision – Conduct Was Not Considered Detrimental to Health and Welfare of Students and Was Not Considered Willful; Closed
20822	Violation of Code	No Sufficient Grounds; Closed
20823	Violation of Code	Letter of Reprimand; Closed
20824	Violation of Code	No Sufficient Grounds; Closed; Include Follow-Up Letter to Complainant
20825	Violation of Code	No Sufficient Grounds; Closed; Include Follow-Up Letter to Complainant
20828	Violation of Code	Revocation
20829	Violation of Code	District Withdrew Complaint; Closed
20833C	Violation of Code	Revocation of Interim Certificate
20835C	Violation of Code	No Sufficient Grounds; Closed
20902C	Violation of Code	Issue Administrative Complaint

For a comprehensive list of ethical cases by category inclusive of the years 2004 through 2009 please see Appendix A: *Idaho Ethical Cases by Categories & Year from 2004 to 2009*.

3. REQUESTS FOR PROVISIONAL AUTHORIZATIONS

There were 272 Provisional Authorizations with 314 total endorsements/assignments issued during the 2008-2009 academic year. Those Provisional Authorizations by subject area during that same time period are as follows:

- Ag Science/Technology – 2
- American Sign Language – 2
- Art – 3
- Biological Science – 1
- Business Technology Education – 8
- Carpentry - 1
- Communications – 7
- Construction – Building Trades - 1
- Drama – 7
- Earth Science – 1
- EC/ECSE-Blended (Birth – Grade 3) – 9
- Economics – 2
- English – 15
- English as a New Language (ENL K/12) – 10

Family Consumer Science – 5
Foreign Language (Spanish) – 8
General Science - 5
Geography – 1
Gifted/Talented – 4
Government/Political Science - 2
Health – 6
Health Occupations - 1
History – 7
Journalism – 1
Library Media Specialist – 2
Literacy – 3
Marketing Technology - 2
Mathematics – 32
Music – 10
Natural Science – 18
Network Technology – 1
Photography - 1
Physical Education – 17
Physical Science – 4
Physical Therapy - 1
Principal - 2
Psychology – 1
School Counselor – 11
School Nurse - 1
School Psychologist – 3
School Social Worker – 1
Social Studies – 2
Speech/Language Pathologist – 3
Standard Elementary (All Subjects K/8) – 35
Standard Exceptional Child (Generalist) – 53
Technology Education – 1
Welding - 1

4. TEACHER TO NEW CERTIFICATION APPROVALS

There were 241 requests with 263 total endorsements/assignments for Teacher to New Certification alternative authorization that were reviewed and approved by the Professional Standards Commission during the 2008-2009 academic year. Those approved Teacher to New Certification alternative authorizations by subject area during that same time period are as follows:

All Subjects K/8 - 7
Art – 1
Assistant Principal – 2
Assistant Superintendent - 1

Biology – 2
Birth-Grade 3 – 12
Business Technology Education – 3
Charter School Administrator - 2
Chemistry – 3
Communication – 10
Director – Special Education – 1
Drama – 4
Earth Science – 1
Economics – 3
Engineering - 1
English – 11
English as a New Language (ENL K/12) – 5
Foreign Language (Chinese) – 2
Foreign Language (German) - 1
Foreign Language (Spanish) – 4
General Science – 3
Generalist K/12 – 56
Geography - 1
Gifted/Talented – 27
Government - 2
Health – 11
History – 6
Industrial Arts – 1
Library Media Specialist – 7
Literacy K/12 - 4
Mathematics – 17
Music – 1
Natural Science – 9
Physical Education – 11
Physical Science – 6
Principal – 5
School Counselor – 9
Social Studies - 2
Speech Language Pathologist - 1
Superintendent – 7
Technology Education – 1

5. REQUESTS FOR CONTENT SPECIALIST AUTHORIZATIONS

There were 4 Content Specialist alternative authorizations with 4 total endorsements/assignments issued during the 2008-2009 academic year. Those Content Specialist alternative authorizations by subject area during that same time period are listed below.

Art – 1

Business Technology Education – 1
EC/ECSE-Blended (Birth-Grade 3) – 1
Standard Exceptional Child (Generalist) - 1

6. REQUESTS FOR ABCTE (AMERICAN BOARD FOR CERTIFICATION OF TEACHER EXCELLENCE) CERTIFICATION

There were 142 interim certificates with 179 total endorsements/assignments issued through the ABCTE process during the 2008-2009 academic year. Those ABCTE-issued interim certificates by subject area during that same time period are as follows:

Biology – 10
Chemistry – 2
Elementary - 92
English – 17
Generalist – 24
History - 4
Mathematics – 18
Natural Science – 7
Physics – 5

Appendix B: Alternate Authorizations for 2008-2009, Teacher to New Authorizations by number issued, is a grid illustrating these numbers.

7. STATE/NATIONAL APPROVAL OF TEACHER PREPARATION PROGRAMS

The State Board of Education requires all teacher preparation programs to be evaluated on a seven-year cycle. This evaluation occurs through a concurrent on-site visit by an NCATE (National Council for the Accreditation of Teacher Education) team and a state team. The NCATE team evaluates the unit, and the state team evaluates respective content area disciplines.

Under the direction of the administrator of the Professional Standards Commission, the state evaluation team, utilizing the NCATE/Idaho protocol, conducts teacher preparation program evaluations. While all teacher preparation programs are subject to a state evaluation, NCATE evaluations are optional. All Idaho teacher preparation institutions, except The College of Idaho, BYU-Idaho, and the University of Phoenix – Idaho Campus, choose to undergo an NCATE program evaluation. All Idaho teacher preparation programs, however, must address both state and NCATE standards when preparing for on-site teacher preparation program reviews.

The official vehicle for the approval of existing teacher preparation programs in Idaho is the NCATE /Idaho partnership agreement. State standards for evaluating teacher preparation programs are those approved by the State Board of Education

effective July 1, 2001, and found in the Idaho Standards for Initial Certification of Professional School Personnel manual.

The College of Idaho

Following a focus visit on May 21, 2008, the Commission, at its September 25-26, 2008, meeting, considered the state team report and made the following recommendations regarding The College of Idaho teacher education program:

- Approval without conditions for the Mathematics program;
- Approval without conditions for the Physical Education program;
- Approval without conditions for the Science – Chemistry program;
- Approval without conditions for the Science – Physics program;
- Approval without conditions for the Visual/Performing Arts – Art program;
- Approval without conditions for the Visual/Performing Arts – Music program;
- Approval without conditions for the Visual/Performing Arts – Theatre program;

The State Board of Education, at its December 4-5, 2008, meeting, approved The College of Idaho state team report resulting from the focus visit.

Idaho State University

Following a state/NCATE on-site visit on September 20-24, 2008, the Commission, via a March 10, 2009, e-mail vote (see Item 26), considered the state team report and made the following recommendations regarding the Idaho State University teacher education program:

- Approval without conditions for the Core Standards program;
- Approval without conditions for the Business Education program;
- Conditional approval for the Communication program;
- Conditional approval for the Drama program;
- Approval without conditions for the Early Childhood Blended (Initial) program;
- Approval without conditions for the Early Childhood Blended (Advanced) program;
- Conditional approval for the Economics program;
- Approval without conditions for the Elementary Education (Initial) program;
- Approval without conditions for the Elementary Education (Advanced) program;
- Approval without conditions for the English Language Arts program;
- Conditional approval for the Idaho American Studies with English Emphasis program;
- Approval without conditions for the Family and Consumer Science program;
- Conditional approval for the Foreign Language program;
- Approval without conditions for the Health program;
- Approval without conditions for the Mathematics program;

- Approval without conditions for the Physical Education program;
- Approval without conditions for the School Administrators program;
- Approval without conditions for the School Superintendents program;
- Approval without conditions for the Science program;
- Approval without conditions for the Biology program;
- Approval without conditions for the Chemistry program;
- Approval without conditions for the Earth and Space Science program;
- Approval without conditions for the Physics program;
- Approval without conditions for the Social Science program;
- Conditional approval for the Geography program;
- Approval without conditions for the Government and Civics program;
- Approval without conditions for the History program;
- Approval without conditions for the Special Education: Deaf/Hard of Hearing program;
- Approval without conditions for the Special Education Generalist program;
- Approval without conditions for the Master of Education in Human Exceptionality/Special Education (with Initial Certification) program;
- Conditional approval for the Visual Arts program.

The State Board of Education, at its April 16-17, 2009, meeting, approved the Idaho State University state team report resulting from the on-site visit. Conditionally approved programs are subject to a focused revisit within two years following the on-site visit to determine if specific standards are met.

Boise State University

Following a state/NCATE on-site visit on January 31 – February 4, 2009, the Commission, at its June 15-16, 2009, meeting, considered the state team report and made the following recommendations regarding the Boise State University teacher education program:

- Approval without conditions for the Core Standards program;
- Approval without conditions for the Administrators program;
- Approval without conditions for the Bilingual/ESL program;
- Approval without conditions for the Communication Arts program;
- Approval without conditions for the Early Childhood Studies program;
- Approval without conditions for the Elementary Education program;
- Conditional approval for the Foreign Language program;
- Approval without conditions for the Spanish program;
- Conditional approval for the French program;
- Conditional approval for the German program;
- Approval without conditions for the Language Arts program;
- Approval without conditions for the Mathematics program;
- Approval without conditions for the Physical Education program;
- Approval without conditions for the Reading program;

- Approval without conditions for the Science program;
- Approval without conditions for the Biology program;
- Approval without conditions for the Chemistry program;
- Approval without conditions for the Earth and Space Science program;
- Approval without conditions for the Physics program;
- Approval without conditions for the Social Studies program;
- Approval without conditions for the Economics program;
- Approval without conditions for the History program;
- Approval without conditions for the Political Science/Government and Civics program;
- Approval without conditions for the School Social Workers program;
- Approval without conditions for the Special Education Generalist program;
- Approval without conditions for the Visual and Performing Arts program;
- Approval without conditions for the Drama program;
- Approval without conditions for the Music program.

(The State Board of Education, at its August 19-20, 2009, meeting, subsequently approved the Boise State University state team report resulting from the on-site visit.) Conditionally approved programs are subject to a focused revisit within two years following the on-site visit to determine if specific standards are met.

University of Idaho – Coeur d’Alene Center

Following a focus visit on March 12-13, 2009, the Master of Education/Master of Science School Counseling and School Psychology (CASP) blended program was recommended for approval at the April 23-24, 2009, Commission meeting. (The State Board of Education, at its August 19-20, 2009, meeting, subsequently approved the University of Idaho – Coeur d’Alene Center state team report resulting from the focus visit.)

Brigham Young University – Idaho

Following a focus visit on March 18-20, 2009, the Agriculture Education program was recommended for non-approval (see Item 25) at the June 15-16, 2009, Commission meeting. (The State Board of Education, at its August 19-20, 2009, meeting, subsequently accepted the Professional Standards Commission recommendation to not approve with specific accommodations and conditions the Agriculture Education program at Brigham Young University- Idaho.)

COMMITTEE WORK

6. The Commission approved the Commission Procedures Manual with wording changes regarding the Budget Subcommittee to correlate with the actual budget timeline.

7. The Idaho Standards for Initial Certification of Professional School Personnel were corrected/updated (to reflect standards revisions made during the previous year) and posted on the Department of Education website.
8. The Commission passed the Standards Committee's recommendation to approve the Interim Speech Language Pathologist/Audiology endorsement (developed to meet the districts' needs in filling their speech language pathologist positions) and move it on through the Administrative Procedures Act process.
9. The Commission approved the Senate Concurrent Resolution No. 129 Report with the following statement added within the first bulleted paragraph under RECOMMENDATIONS – Current Evaluation Systems: "The PSC recommends that the State Department of Education take the lead role in providing consistent training for administrators statewide in the implementation of the teacher evaluation framework."
10. The Commission approved the Standards Committee's recommendation to remove the Driver Education endorsement from the Certification Manual and program standards from the personnel preparation program. The replacement for the endorsement will be the current licensure process.
11. The Commission approved working with Northwest Nazarene University to help develop a template for new program review for established Idaho institutions.
12. The Commission authorized the Commission administrator to reimburse the Commission chair for phone costs associated with conducting Commission business. The reimbursement will be at the rate of \$25 per month or, in cases where the entire cell phone plan is less than \$25, the reimbursement will be at the lower rate.
13. The Commission approved the Standards Committee's recommendation to postpone the University of Phoenix program approval focus visit until the spring of 2010, which is when there will be program completers.
14. The Commission accepted the recommendation of the On-Line Teacher Endorsement Task Force to move forward with the progress of their work to create a new endorsement in teaching on-line. The endorsement is intended for those who are already qualified to teach in their field of study, and it can be added to an individual's certificate.
15. The Commission approved the Standards Committee's recommendation to be able to add endorsements to the Standard Occupational Specialist and Advanced Occupational Specialist Certificates.

16. The Commission approved \$25,000 in support of the 2009 Summer Institute of Best Practices. (See Appendix C: *Idaho Summer Institute of Best Practices Brochure 2009*)
17. Interested Commission members were provided memberships in the Association for Supervision and Curriculum Development (ASCD) and are receiving the ASCD publication, Educational Leadership.
18. The Commission revised its meeting agenda format to include a short discussion on a topic of current, common, educational interest during the course of the first day of a Commission meeting.
19. The Commission's Professional Development Committee awarded 12 professional development grants to educators across the state for a total of \$10,160. (see Appendix D: *Professional Standards Commission Grants*)
20. The Commission Professional Development Committee will be contributing \$33,000 toward the training for school administrators in the districts in the area of teacher evaluation.
21. The Commission, upon request, was provided a legal interpretation of Idaho Code 33-1205 – CERTIFICATION RECORDS AND FEES. Following consultation with Legislative Services, the Department of Education deputy attorney general affirmed that the Commission may pay for department personnel costs of performing Commission functions for the Commission.
22. The Commission approved the Budget Subcommittee's recommendation that 1) the Commission recognizes the necessity to compensate State Department of Education staff for the Commission-assigned work they are responsible for completing; 2) the administrator of the Commission will allocate the Commission staff to carry out the strategic plan of the Commission; 3) annually the Budget Subcommittee will make recommendations to the full Commission regarding the monies needed to compensate the State Department of Education staff identified to complete Commission work for the next fiscal year; 4) compensation used by the State Department of Education employees to conduct Commission work shall be subject to positive time recording, index codes and the state auditing procedures; and 5) should additional monies be needed to complete Commission-assigned work, funds shall be requested as per Appendix H of the Procedures Manual. (See Appendix E: End of Year PSC Budget Report 2008-2009)
23. The Commission named the committee/subcommittee chairs the "Leadership Team", renamed the Executive Committee the Ethics Committee, and updated all Commission-related documents to reflect those revisions.

24. The Commission approved the recommendation of the Ethics Committee, as the reconstituted Executive Committee, to ratify the decisions/acts of the Ethics Committee to date.
25. The Commission approved the Standards Committee's recommendation of non-approval of the Agriculture Education program at BYU – Idaho with the following accommodations/conditions: 1) letters to candidates concerning the status of the program will not be required this time; 2) a focus visit will be conducted with performance evidences available no sooner than fall of 2010 but no later than 9/1/2011; and 3) new student enrollment in the program will be suspended until the program is fully approved. If these conditions are not met by the time of the next focus visit, letters stating the non-approval status of the program will be sent to all candidates. The institution will have the opportunity to apply for approval as a new program.
26. The Commission, upon request, was provided a legal interpretation of the Open Meeting Law in regard to teleconferences and e-mail votes. Notices of committee teleconferences for the purpose of conducting business must be posted no less than five days in advance of the teleconference; e-mail votes violate the Open Meeting Law.
27. The Commission decided that all Commission-related documents would include a disclaimer stating that the document is in conformity with Idaho Code 73-114, which states that, "Unless otherwise defined for purposes of a specific statute, words used . . . in the masculine gender, include the feminine and neuter . . .".
28. The Commission tri-fold brochure was revised by replacing Commission member names with constituencies served, including contact information, and updating the names of staff members as appropriate. (see Appendix F: PSC tri-fold brochure)
29. The Commission approved the discarding of the obsolete, printed, tri-fold Commission brochures and the reprinting of the revised brochures.
30. The Commission approved 1) including the Code of Ethics with the tri-fold brochure when it is mailed to each Idaho school in the near future for distribution by the school administrator to each certificated educator and 2) enclosing the tri-fold brochure and the Code of Ethics in the mailing of each teaching certificate to all new and recertifying educators. (see Appendix F: PSC tri-fold brochure and Appendix G: *Code of Ethics for Idaho Professional Educators*)
31. The Commission accepted the recommendations of the Social Studies standards review team in regard to the requirements (20 semester credit hours in government, economics, geography, or history plus 12 semester credit hours in each of the following – history, geography, economics, and government) and elimination of sociology and psychology as endorsement requirements for a Social Studies endorsement. (see Appendix H: Standards Committee Year End Review)

- 32.** The Commission approved the Standards Committee's recommendation to approve the revised Social Studies teacher foundation standards.
- 33.** The Commission approved the Budget Subcommittee's recommendation for an amended FY2010 budget reflecting the appropriate reduction in the Salaries, Benefits line item and the addition of the same \$20,000 amount to the Contract Investigative Services line item. (see Appendix I: Fiscal Year 2009 PSC Approved Budget)
- 34.** The Commission funded the participation of Commission members and Department of Education employees alike in various Commission-related meetings and conferences during the course of the 2008-2009 academic year. Such professional development included; the National Association of State Directors of Teacher Education and Certification (NASDTEC) annual conference, the NASDTEC Professional Practices Institute, and the National Association for Alternative Certification (NAAC) conference.
- 35.** The Commission provided Commission representation at the State Board of Education meetings during the 2008-2009 academic year.
- 36.** The Commission elected Tama Bergstrand as Commission chair and Dan Sakota as Commission vice-chair for the coming year.

Brief:
Professional Standards Commission Year End Summary

PROFESSIONAL STANDARDS COMMISSION
STATE DEPARTMENT OF EDUCATION
2009

The Professional Standards Commission provides leadership for professional standards and accountability in Idaho's schools. The PSC makes recommendations to the State Board of Education and renders decisions that provide Idaho with competent, qualified, ethical educators dedicated to rigorous standards, preK-12 student achievement, and improved professional practice.

Ensuring Highly Qualified Educators

Educator Certification

Approved endorsement standards for 5 areas and continued plan to review/revise 20% of the state educator standards annually

Onsite Program Approval Review at Idaho State University and Boise State University

Three focused visits to examine specific programs

Review and recommend Praxis II exams and qualifying scores

Approved authorizations for 687 alternate route teachers

Supporting Idaho Educators

Conducted survey of Idaho's school administrators in an effort to gather information on administrator preparation in terms of performance evaluation with an eye towards instituting Charlotte Danielson model for all Idaho schools

Summer institute for teachers (approximately 500 attendees)

Professional Development grants for teachers (\$10,000 awarded in competitive statewide process)

Maintaining High Ethical Standards for Idaho Educators

Oversee investigation of ethics violations

During 2008 completed 36 investigations and closed cases

So far in 2009 7

Code of Ethics booklet sent out with each new and/or renewed certificate

General Support for preK-12 Educators

Updated Website: <http://www.sde.idaho.gov/site/psc/index.htm>

Appendix A:
Idaho Ethical Cases by Categories & Year from 2004 to 2009

Idaho Ethical Cases by Categories & Year from 2004 to 2009

Categories	2004	2005	2006	2007	2008	2009	2010
Complaints against Administrators	1(L)	1(CD) 2(L)		1(CD) 1(?)	3(N) 1(?)	20909(f/1957)(N)	
Contractual	1(R-?) 1(?)	1(L)	1(S) 1(?)	3(L)	1 (S) 20816 (f/1965)		
Felonies-Other	1(R-N) 1(L) 1(D)			1(S) 1(L)	1(?) 1(R)		
Felonies – Violent					1 (?)		
Inappropriate Misconduct with a Student	1(L) 1(S) 1(R-?)	1(R)	2(?)	1(R-N) 1(C) 1(L) 1(D)	1(C) 1(S) 2(?)	20915(m/1970)(?)	
Miscellaneous	1(CE) 1(CD) 1(L)	1(CE) 2(L-N) 2(R-?) 1(S-S) 4(CD) 2(L) 1 (Reinstated) 3(S)	1(S) 1(?)	1(S) 6(N) 3 (S) Porno 1(D)	2(R) 1(C) 2(N) 1(CS) 1(L) 1(D) 1(?) 20821 (f/a95a) (S/D)	20901(m/1965)(?) 20905(f/1980)(?) 20907(f/1964)(L) 20912(f/1947)(?) 20913(m/1971)(?) 20916(m/1972)(N) 20919(f/1966)(?) 20920(m/1971)(?) 20921(f/1954)(?) 20922(m/1949)(?) 20923(m/1942)(?) 20924(m/1973)(?)	
Misdemeanor Crimes	1(S) 1(L)	1(?)		1(N) 1(C)	2(L) 1 Cleared by exception, supporting docs- no charge	20908(f/1967)(S)	

Pornography						20902(m/1963)(?) 20910(m/1975) (cleared by exception) 20911(m/1967)(?)	
Sexual Misconduct with a Student	2(R)	2(R)	1(R) 2(?)		2(R) 1 (D) 1(R) 20836(f/1968)	20903(f/1969)(R) 20914(m/1981)(?) 20917(f/1980)(R) 20918(f/1971)(R)	
Substance Abuse		1(D-N)		1 Reinstate	1(D) 1(N)		
Teaching Certificate	1(N)	2(S)	1(?)	1(C) 1 Abey	1(D) Met conditions		
Theft				1(L) 1(N) 1(S)	1(?)	20906(m/1968)(R) 20904(f/1974)(R)	
Case number given, but case sent back to district					2		
Total	17	27	10	30	36	24	

Key:

- (?) = Final action has not occurred
- (CD) = Charges dropped (DAG, investigator and PSC administrator made decision)
- (CE) = Certificate expired before final action could be taken
- (C) = Conditions have been put on certificate
- (D) = Denial of certificate
- (L) = Letter of Reprimand
- (N) = No sufficient grounds – no action is necessary
- (R) = Revocation or voluntary surrender of certificate
- (S) = Suspension

Two letters appear [Example (R-L)] = 1st letter is Ethic's Committee decision. 2nd letter is the hearing panel's decision or by the group who does CD

**Appendix B:
Alternate Authorizations for 2008-2009 & Teacher to New
Authorization by number issued**

Alternate Authorizations for 2008-2009

Content Specialist	4
Teacher to New Certification	241
Provisional Authorizations	271
Active ABCTE teachers	171
Total Alternate Route Teachers	687

Teacher to New Authorizations by number issued:

Number Issued	Subject Area
1	Art
1	Assistant Superintendent
1	Director of Special Education
1	Earth Science
1	Engineering
1	Foreign Language (German)
1	Geography
1	Industrial Arts
1	Music
1	Speech Language Pathologist
1	Technology Education
2	Assistant Principal
2	Biology
2	Charter School Administrator
2	Foreign Language (Chinese)
2	Government
2	Social Studies
3	Business Technology Education
3	Chemistry
3	Economics
3	General Science
4	Drama
4	Foreign Language (Spanish)
4	Literacy (K-12)
5	English as New Language
5	Principal
6	History
6	Physical Science
7	All Subjects (K – 8)
7	Library Media Specialist
7	Superintendent

Number Issued	Subject Area
9	Natural Science
9	School Counselor
10	Communication
11	English
11	Health
11	Physical Education
12	EC/ECSE Birth – Grade 3
17	Mathematics
27	Gifted and Talented
56	Special Ed. Generalist (K-12)
263	

241 Individuals with 263 total endorsements/assignments

Appendix C: Idaho Summer Institute of Best Practices brochure 2009

Registration Cost: \$100

(for two days)
(includes handouts, continental breakfast,
lunches and snacks)

One credit will be available
NNU
U of I

REGISTER ONLINE AT:

www.sde.idaho.gov/registration/idahosummer/

REGISTRATION SCHOLARSHIPS AVAILABLE

(online at the registration site)

25 Scholarships sponsored by the Idaho Summer Best Practice Institute and the Professional Standards Commission will be available for teachers at each location towards registration.

2009 Summer Institute is funded by:

- Professional Standards Commission
- State Department of Education
- Division of Professional-Technical Ed
- Bonneville School District
- Wendell School District

**REGISTRATION
CLOSES JULY 1ST**

Presentation strands will be:

- Raising the Bar: From Mediocrity to Excellence
- Managing Yourself During Times of Change
- Building a Culture of Encouragement: Creating a School of "Volunteer" Learners
- Discovery Education
- Writing for Every Classroom
- Standards Based Assessment
- Eight Skills You Must Master To Deal With Overbearing Parents
- The 4th "R" - Relationships With Students
- Rigor is NOT a Four-Letter Word
- Effective Instructional Strategies Make the Difference with the State Language and Reading Content Standards.
- Apangea
- Power of I
- Middle School MMGW Assessment Data

FOR MORE INFORMATION CONTACT:

Rob Sauer – Deputy Superintendent

Division of Innovation & Choice
RCSauer@sde.idaho.gov
208-332-6934

Katie Cutler

cutlerk@d261.k12.id.us
kcutler@sd232.k12.id.us
208-324-3396 ext. 2805 School (before May 31)
208-536-6193 Home

Michaelena Hix

hixm@d93.k12.id.us

Or visit the State Department of Education
www.sde.idaho.gov

Idaho Summer Institute of Best Practices

**RIGOR, RELEVANCE
AND RELATIONSHIPS**

**Two Regional Institutes will
be held again this year:**

Idaho Falls & Wendell

CHOOSE WHICH PLACE WORKS
BEST FOR YOU!

JULY 27 & 28, 2009

Rocky Mountain Middle School
3443 N Ammon Rd
Bonneville School District
Idaho Falls, Idaho



JULY 29 & 30, 2009

Wendell High School
750 East Main
Wendell School District
Wendell, Idaho



REGISTER ONLINE AT

www.sde.idaho.gov/registration/idahosummer/



Presenters for the 2009 Idaho Summer Institute of Best Practices

BARBARA BLACKBURN has taught early childhood, elementary, middle, and high school students and has served as an educational consultant for three publishing companies. Now an Associate Professor, where she coordinates a graduate program for teachers, teaches graduate classes, supervises student teachers, and collaborates with area schools on special projects.

Rigor is NOT a Four Letter Word

This presentation will be filled with tools you can use every day to raise the level of rigor in your classroom. These strategies can be incorporated immediately across content areas, grades, and subjects. Barbara clearly defines what rigor is and how individual teachers can provide challenging learning experiences in their classrooms to prepare students for a better future.

NANCY BLAIR is a School Improvement Consultant for Making Middle Grades Work Southern Regional Education Board. She primarily taught English and reading and was a middle school administrator in both Southern California and Georgia before beginning her work with SREB.

Writing For Every Classroom

Through active involvement, participants will explore various literacy/writing strategies that increase student engagement and improve learning of any content in any grade. Receive hands on experience using some of these strategies and be ready for writing in your classroom.

MYRON DUECK teaches in Penticton, British Columbia. He has taught a variety of subjects from grades 3 to 12. Myron has developed a number of assessment systems that focus on assessing learning and building positive classroom communities.

Standard Based Assessment: Linking Quality Assessment and Grading

This session will share classroom experiences encountered through the implementation of standards-based assessment strategies. By displaying classroom examples and telling stories from real students, he will demonstrate how creativity and accountability in the classroom is increased through alternative assessment methods. Topics to be covered will include student-monitored retesting, allowing choice, extending due dates, eliminating zeros and providing students different avenues in displaying their understanding. In addition, there will be discussion on the changes experienced in teacher-student interaction through building healthy, pro-active relationships built on common goals.

KRISTI ENGER currently serves as Idaho's Career Guidance Coordinator and PTE Liaison to HSTW/MMGW. Kristi has served as a business instructor, K-12 counselor, high school principal, and now, state coordinator.

Career Guidance and the Individual Graduation Plan: Strengthening Rigor, Relevance and Relationships

The student learning plan (Individual Graduation Plan) is required by state statute for all Idaho students by the end of their 8th grade school year. How does your school meet the requirement? Is the process as important as the final document, or is this just one more requirement to be filled? The Individual Graduation Plan process can be a powerful tool to motivate student and parent commitment to strong achievement in rigorous courses. Learn and practice the process of bringing rigor and relevance to the relationship between school and students...a must for teachers, administrators, and counselors.

JIM JOHNSON has been teacher and principal at the middle, junior high, and high school levels and a National Consultant.

Building a Culture of Encouragement: Creating a School of "Volunteer" Learners

This session will present the current research and participants will examine best practices in building a positive and supportive school culture. Participants will listen to and discuss the relative merits of ideas, concepts, practices, and beliefs that encourage students to be successful. Five Big Ideas: 1. Becoming aware of your school's culture by examining data. 2. Designing new or modifying existing instruments to capture relevant data. 3. Creating a "case" for reculturing their school. 4. Measuring the linkage between a culture of encouragement and student achievement. 5. Ownership by staff to pursue a more positive student centered school environment.

Learning to help students learn!

JOHNNA JOHNSON is an international speaker, author and success coach. She will be presenting on two topics:

Raising the Bar: From Mediocrity to Excellence

Whether your sights are on a new promotion, building relationships or starting your own business, a majority of us lack the confidence to take courageous action towards realizing our most passionate ambitions! Fear holds us back. Our comfort zones paralyze us. In this "pull up your boot straps" workshop, participants will learn how to become crystal clear on what they want, believe they can create, deserve and have the ability to achieve it and build a courageous action plan to make it all happen. This workshop focused on Johnna's three Elements of Excellence: Ambition, Attitude & Action.

Managing Yourself during Times of Change

We are experiencing daily doses of change in every aspect of our professions. Organizations are downsizing, reorganizing and merging. As our organizations are forced to change, so are we! We are asked to learn new skills, take on more responsibility, work longer hours and more! Many of these changes we do not want and would not have chosen ourselves. We often view change as out of our control and we feel unprepared, unwilling and often unable to not have chosen ourselves. We often view change as out of our control and we feel unprepared, unwilling and often unable to make

the change! If you want to be successful, though, you must learn how to manage yourself during times of change.

GREG LOWE is Superintendent of the Wendell School

District #232, as well as their Literacy Coach. Before coming to Wendell, he spent fourteen years as a building principal. He has a strong commitment to implementing effective literacy across the curriculum strategies.

Effective Instructional Strategies Make the Difference with the State Language and Reading Content Standards.

Not only does it make sense to use research based instructional strategies that actually help students comprehend all content areas, but these same strategies can ensure that we are meeting the goals and objectives of the state's language and reading Content Standards. No matter what content area you teach, effective strategies can help your students meet and go beyond the achievement standards.

DAVE SHEPARD is an educator working with both middle and high school students for thirty five years. He has worked as a teacher, a coach, a curriculum writer, a program designer, and an administrator currently managing his own educational consulting firm "The Middle Matters and More".

8 Skills to Master in Order to Survive Overbearing Parents

What do you do with a hostile, in your face, aggressive parent? Do you have the skills to adequately defend your position and reasoning without dropping to their level of behavior? Do you avoid talking to the parents you most need as allies because it just wears you out? If so, then come to this session and learn 8 skills that can help create a win-win outcome for almost any parent confrontation. Participants will leave with both the skills and confidence to deal with confrontations.

BARBARA MOORE is a consultant with SREB's MMGW division **Power of I**

Learn how your school can benefit from a grading policy that holds students to high expectations for learning and completing their assignments. This session will assist school leaders and teachers to envision a school culture in which nearly all students complete their assignments at higher levels.

APANGEA

Introduction to Apangea Math - designed to introduce Apangea Math 6.0. An online, supplemental math tutoring program featuring an advanced tutoring system with access to live tutoring from certified math teachers. Learn about the three tiered tutoring approach, built in motivational system, how to enroll your students, get them started successfully, monitor their progress, and make instructional decisions based on your students' needs.

Advanced Users Seminar for Apangea Math - for teachers already familiar with the basics of Apangea. Come experience the upgraded features of our newest release: Apangea Math 6.0. We will discuss ways to gather and analyze student data, look at the new "multiple enrollment tool", and tour the new training portal which provides a professional-development class right from your teacher page.

Appendix D: Professional Standards Commission Grants



STATE OF IDAHO
PROFESSIONAL STANDARDS COMMISSION
STATE DEPARTMENT OF EDUCATION
PO BOX 83720
BOISE, IDAHO 23720-0027

Professional Standards Commission grants (2008-2009)
Total = \$10,160

Name of School	Amount	Program info
Silver Sage Elementary (Boise)	\$900	Recent Title I school due to boundary changes; school wide prof. dev about learning, Rtl, monthly meetings
Ponderosa Elementary (Post Falls)	\$650	Staff book study in developing cognitive structures
Frederick Post Kindergarten (Post Falls)	\$900	All K building (470 students); book study
Mullan Trail Elementary (Post Falls)	\$560	Substitutes for implementation of teacher assessment strategies and tools; teams of teacher meetings
Prospect Elementary (Meridian)	\$1,000	5 school coalition to attend PE/Health conference; collaboration, wellness for district plan
Pocatello Community Charter	\$950	"Expedition Yellowstone" – geologic footprints for all 3 rd /4 th graders
Wood River Middle School	\$1,000	8 (2 from ea. grade level and one admin.) to attend National Middle School Conf.
Rigby Junior High	\$1,000	Power of Partnerships: Creative Leadership; hands on learning; will present in July
Orofino High School	\$400	Teaching American History participant; regional competitor in Mock Trials
Meridian High School	\$900	2 students to conduct 20 one hour classes for teachers to learn Spanish
Meridian High School	\$900	Teacher collaboration/observation culture; communication
Madison School District	\$1,000	"Learning and the Brain" conference; school psych working in 5 schools

Appendix E: End of Year PSC Budget Report 2008-2009

PROFESSIONAL STANDARDS COMMISSION

END OF YEAR REPORT 2008-2009

BUDGET

1. Don't have to set specific budget, but we need to know how much spending authority we have. We can amend the current budget as needed after it's approved as long as it doesn't exceed the total budget.
2. The PSC recognizes the necessity to compensate SDE staff for the PSC assigned work they are responsible for completing.

The executive director of the PSC will allocate the PSC staff to carry out the strategic plan of the PSC.

Annually, the budget subcommittee will make recommendations to the full commission regarding the monies needed to compensate the SDE staff identified to complete PSC work for the next fiscal year.

Compensation used by the SDE employees to conduct PSC work shall be subject to positive time recording, index codes and the state auditing procedures.

Should additional monies be needed to complete PSC assigned work, funds shall be requested as per Appendix H of the Procedures Manual.

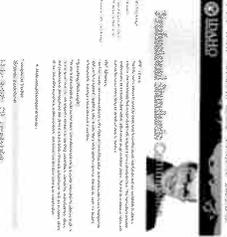
Appendix F: PSC tri-fold brochure

PROFESSIONAL STANDARDS COMMISSION MEMBERS

- Classroom Teacher (5 Reps)
- Classroom Teacher-Exceptional Child Education
- School Counselor
- Elementary School Principal
- Secondary School Principal
- School Superintendent
- Special Education Administrator
- Professional-Technical Education
- Idaho School Boards Association
- Dean of Education-Private Higher Education
- Dean of Education-Public Higher Education (2 Reps)
- College of Letters, Arts & Social Sciences-Public Higher Education
- State Department of Education Deputy Superintendent

FOR SPECIFIC CONTACT INFORMATION ON CURRENT MEMBERS

Please visit www.sde.idaho.gov/site/psc/members.htm



PROFESSIONAL STANDARDS COMMISSION

MISSION

The PSC makes recommendations to the State Board of Education and renders decisions that provide Idaho with competent, qualified, ethical educators dedicated to rigorous standards, prek-12 student achievement and improved professional practice.

VISION

The PSC will continue to provide leadership for professional standards and accountability in Idaho's schools. We will handle that responsibility with respect and in a timely fashion. We will nurture positive relationships and collaborative efforts with a wide range of stakeholders. We will be a powerful voice advocating on behalf of Idaho's children.



STATE DEPARTMENT OF EDUCATION (SDE) STAFF SUPPORTING THE PROFESSIONAL STANDARDS COMMISSION:

- Professional Standards Coordinator—332.6885
- Alternative Authorizations Coordinator 332.6936
- PSC Administrative Assistant—332.6884
- PSC Administrator—332.6886

**PROFESSIONAL
STANDARDS
COMMISSION**
FOR IDAHO PROFESSIONAL
EDUCATORS

Idaho State Department of Education
Professional Standards Commission
PO Box 83720
Boise, ID 83720-0027
208.332.6884 or 6885
208.334.2228 (fax)
www.sde.idaho.gov/site/psc/

*"Above all, we value ethical
practice, professionalism,
and broad collaboration
among all stakeholders."*

PURPOSE

The Professional Standards Commission (PSC) serves to ensure quality and professionalism in Idaho's public schools. Established in 1972, the Commission acts as an advisory body to the State Board of Education, making recommendations in areas of teacher education, teacher preparation programs, teacher certification and teaching standards.

To accomplish this, the Commission:

- Provides leadership for professional standards and accountability by identifying the needs of teachers and by developing, supporting and recognizing activities that result in improved educational opportunities for students
- Makes recommendations to the State Board of Education regarding:
 - Teacher preparation programs, including their evaluation and approval
 - Teacher certification standards
 - Professional practices and competence of the teaching profession in the state
- Adopts recognized professional codes and standards of ethics, conduct and professional practices

STRUCTURE

The Commission consists of 18 constituency members who generally convene six times a year for two-day meetings. Members are appointed or reappointed by the State Board of Education for terms of three years. The Commission, at its final spring meeting, elects new officers for the following year. The Professional Standards Commission is currently organized into a leadership team, four committees and one subcommittee.

LEADERSHIP TEAM:

(Previously Executive Committee)

Communicating and Coordinating

- Establishes membership for the other committees and sets the agenda for all PSC activities and meetings

- Serves to increase the knowledge of major constituent groups regarding the purpose of the Professional Standards Commission

BUDGET SUBCOMMITTEE:

Ensuring Fiscal Responsibility

- Monitors the PSC budget and approves expenditures
- Presents specific budget requests to the full Commission when appropriate

STANDARDS COMMITTEE:

Ensuring High Quality Educators

- Reviews and revises 20 percent of the state educator standards and endorsement areas annually
- Develops and/or maintains standards and review processes for teacher preparation program approval
- Develops and provides recommendations for educator assessments and qualifying scores

AUTHORIZATIONS COMMITTEE:

Monitoring Educator Quality

- Reviews district requests for Alternative Authorizations
- Collects data as it relates to alternative certification and the specific certification needs in Idaho

PROFESSIONAL DEVELOPMENT COMMITTEE:

Continuing Professional Development

- Promotes opportunities to support educators so they best meet the needs of students
- Recommends professional development to promote teacher quality

EXECUTIVE COMMITTEE:

(Previously Ethics Committee)

Maintaining Ethical Strategies

- Minimizes the number of ethical violations through increased preservice and inservice professional development to enhance knowledge and understanding of the Code of Ethics for Idaho Professional Educators
- Reviews and disposes of complaints pertaining to reports of criminal conduct and violations of the Code of Ethics
- Reviews the Code of Ethics and recommends changes where appropriate



Appendix G: Code of Ethics for Idaho Professional Educators Booklet



CODE OF ETHICS FOR IDAHO PROFESSIONAL EDUCATORS



IDAHO DEPARTMENT OF EDUCATION
P. O. BOX 83720
BOISE, ID 83720-0027

STATE DEPARTMENT OF EDUCATION
FEBRUARY 18, 2010

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This has been published in conformance to Idaho Code, Section 73-114, which states that “unless otherwise defined for purposes of a specific statute, words used...in the masculine gender, include the feminine and neuter.”

FOREWORD

Idaho is blessed with great teachers – professionals who really want to help our children be ready for college, the military or the workforce the moment they graduate from high school.

We are so thankful for the great work that educators do that we do not often stop to think about the professional underpinnings – the ethical standards – that our teachers and administrators must abide by on a daily basis. Those standards – the guidepost for Idaho’s educators – can be found in this booklet, the *Code of Ethics for Idaho Professional Educators*. I hope you will take the time to read it, reflect on it, and continuously reinforce the values expressed in its pages.

The *Code of Ethics for Idaho Professional Educators* is designed to remind everyone that educators hold a vital role in the intellectual growth of their students. Education has the power to be “the great equalizer,” providing opportunity to all students, regardless of their socio-economic status. Our educators have the power to unlock the potential in every child, especially those children who are uncertain of their potential.

If education truly is the “great equalizer,” it can only be so if the practitioners of education act with the utmost integrity and dignity. To that end, we are pleased to provide you with this Code of Ethics. I hope this booklet becomes another resource for you as you continue raising student achievement for all schoolchildren.

Sincerely,

A handwritten signature in black ink, appearing to read 'Tom Luna', with a long horizontal flourish extending to the right.

Tom Luna
Superintendent of Public Instruction

PREAMBLE

Believing in the worth and dignity of each human being, the professional educator recognizes the supreme importance of pursuing truth, striving toward excellence, nurturing democratic citizenship and safeguarding the freedom to learn and to teach while guaranteeing equal educational opportunity for all. The professional educator accepts the responsibility to practice the profession according to the highest ethical principles.

The *Code of Ethics for Idaho Professional Educators* symbolizes the commitment of all Idaho educators and provides principles by which to judge conduct.

ASPIRATIONS AND COMMITMENTS

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

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

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

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

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

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

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

1. **Administrative Complaint.** A document issued by the State Department of Education outlining the specific, purported violations of Idaho Code §33-1208 and/or the Code of Ethics for Idaho Professional Educators.
2. **Allegation.** A purported violation of the Code of Ethics for Idaho Professional Educators or Idaho code.
3. **Certificate.** A document issued by the Department of Education under the authority of the State Board of Education allowing a person to serve in any elementary or secondary school in the capacity of teacher, supervisor, administrator, education specialist, school nurse or school librarian (Section 33-1201, Idaho Code).
4. **Certificate Denial.** The refusal of the state to grant a certificate for an initial or reinstatement application.
5. **Certificate Suspension.** A time-certain invalidation of any Idaho certificate as determined by a stipulated agreement or a due process hearing panel as set forth in Section 33-1209, Idaho Code.
6. **Complaint.** A signed document defining the allegation that states the specific ground or grounds for revocation, suspension, denial, or placement of reasonable conditions on a certificate or issuance of a letter of reprimand (Section 33-1209 (1), Idaho Code). The State Department of Education may initiate a complaint.
7. **Conditional Certificate.** Allows an educator to retain licensure under certain stated certificate conditions as determined by the Professional Standards Commission (Section 33-1209 (10), Idaho Code).
8. **Contract.** Any signed agreement between the school district and a certificated educator pursuant to Section 33-513(1), Idaho Code.

9. **Conviction.** Refers to all instances regarding a finding of guilt by a judge or jury; a plea of guilt by Nolo Contendere or Alford plea; or all proceedings in which a sentence has been suspended, deferred or withheld.
10. **Educator.** A person who holds or applies for an Idaho certificate (Section 33-1001(16) and Section 33-1201, Idaho Code).
11. **Education Official.** An individual identified by local school board policy, including, but not limited to, a superintendent, principal, assistant principal, or school resource officer (SRO).
12. **Ethics Committee.** A decision-making body comprised of members of the Professional Standards Commission, including the chair and/or vice-chair of the Commission. A prime duty of the committee is to review purported violations of the Code of Ethics for Idaho Professional Educators to determine probable cause and direction for possible action to be taken against a certificate holder.
13. **Hearing.** A formal review proceeding that ensures the respondent due process. The request for a hearing is initiated by the respondent and is conducted by a panel of peers.
14. **Hearing Panel.** A minimum of three educators appointed by the chair of the Professional Standards Commission and charged with the responsibility to make a final determination regarding the charges specifically defined in the Administrative Complaint.
15. **Investigation.** The process of gathering factual information concerning a valid, written complaint in preparation for review by the Professional Standards Commission Executive Committee or following review by the Executive Committee at the request of the deputy attorney general assigned to the Department of Education.
16. **Minor.** Any individual who is under 18 years of age.
17. **Not Sufficient Grounds.** A determination by the Ethics Committee that there is not sufficient evidence to take action against an educator's certificate.
18. **Principles.** Guiding behaviors that reflect what is expected of professional educators in the state of Idaho while performing duties as educators in both private and public sectors.

19. **Reprimand.** A written letter admonishing the certificate holder for his conduct. The reprimand cautions that further unethical conduct may lead to consideration of a more severe action against the holder's certificate.
20. **Respondent.** The legal term for the professional educator who is under investigation for a purported violation of the Code of Ethics for Idaho Professional Educators.
21. **Revocation.** The invalidation of any certificate held by the educator.
22. **Stipulated Agreement.** A written agreement between the respondent and the Professional Standards Commission to resolve matters arising from an allegation of unethical conduct following a complaint or an investigation. The stipulated agreement is binding to both parties and is enforceable under its own terms or by subsequent action by the Professional Standards Commission.
23. **Student.** Any individual enrolled in any Idaho public or private school from preschool through grade 12.
24. **Sufficient Grounds.** A determination by the Executive Committee that sufficient evidence exists to issue an Administrative Complaint.

STATE DEPARTMENT OF EDUCATION
FEBRUARY 18, 2010

PRINCIPLES I - X

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

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

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

Principle III. A professional educator refrains from the abuse of alcohol or drugs during the course of professional

practice. Unethical conduct includes but is not limited to:

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

Principle IV. A professional educator exemplifies honesty and integrity in the course of professional practice.

Unethical conduct includes but is not limited to:

- a. Fraudulently altering or preparing materials for licensure or employment;
- b. Falsifying or deliberately misrepresenting professional qualifications, degrees, academic awards, and related employment history when applying for employment and/or licensure;
- c. Failure to notify the state at the time of application for licensure of past revocations or suspensions of a certificate/license from another state;
- d. Failure to notify the state of past criminal convictions at the time of application for licensure;
- e. Falsifying, deliberately misrepresenting, or deliberately omitting information regarding the evaluation of students and/or personnel, including improper administration of any standardized tests (changing test answers;

- copying or teaching identified test items;
unauthorized reading of the test to students,
etc.);
- f. Falsifying, deliberately misrepresenting, or deliberately omitting reasons for absences or leaves;
 - g. Falsifying, deliberately misrepresenting, or deliberately omitting information submitted in the course of an official inquiry and/or investigation; and,
 - h. Falsifying, deliberately misrepresenting, or deliberately omitting material information on an official evaluation of colleagues.

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

- a. Misusing, or unauthorized use of, public or school-related funds or property;
- b. Failing to account for funds collected from students or parents;
- c. Submitting fraudulent requests for reimbursement of expenses or for pay;
- d. Co-mingling of public or school-related funds in personal bank account(s);
- e. Using school computers for use in a private business;
- f. Using school computers to deliberately view or print pornography; and,
- g. Deliberate use of poor budgeting/ accounting practices.

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

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

- b. Accepting gifts from vendors or potential vendors for personal use or gain where there may be the appearance of a conflict of interest;
- c. Tutoring students assigned to the educator for remuneration unless approved by the local board of education; and,
- d. Soliciting, accepting or receiving a pecuniary benefit greater than fifty (\$50.00) dollars as defined in Idaho Code §18-1359(b).

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

- a. Sharing of confidential information concerning student academic and disciplinary records, personal confidences, health and medical information, family status and/or income, and assessment/testing results with inappropriate individuals or entities; and,
- b. Sharing of confidential information about colleagues obtained through employment practices with inappropriate individuals or entities.

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

- a. Abandoning any contract for professional services without the prior written release from the contract by the employing school district or agency;
- b. Willfully refusing to perform the services required by a contract; and,
- c. Abandonment of classroom or failure to provide appropriate supervision of students at school or school-sponsored activities to ensure the safety and well-being of students.

- Principle IX.** A professional educator reports breaches of the Code of Ethics for Idaho Professional Educators and submits reports as required by Idaho Code. Unethical conduct includes but is not limited to:
- a. Failure to comply with Section 33-1208A, Idaho Code, (reporting requirements and immunity);
 - b. Failure to comply with Section 16-1605, Idaho Code, (reporting of child abuse, abandonment or neglect);
 - c. Failure to comply with Section 33-512B, Idaho Code, (suicidal tendencies and duty to warn); and,
 - d. Having knowledge of a violation of the Code of Ethics for Idaho Professional Educators and failing to report the violation to an appropriate education official.

- Principle X.** A professional educator ensures just and equitable treatment for all members of the profession in the exercise of academic freedom, professional rights and responsibilities while following generally recognized professional principles. Unethical conduct includes but is not limited to:
- a. Any conduct that seriously impairs the certificate holder's ability to teach or perform his or her professional duties;
 - b. Committing any act of harassment toward a colleague;
 - c. Conduct that is offensive to the ordinary dignity, decency, and morality of others;
 - d. Failure to cooperate with the Professional Standards Commission in inquiries and/or investigations or hearings;
 - e. Using institutional privileges for the promotion of political candidates or for political activities, except for local, state or national education association elections;
 - f. Deliberately falsifying information presented to students.
 - g. Willfully interfering with the free participation of colleagues in professional associations; and,
 - h. Taking inappropriate pictures (digital, photographic or video) of colleagues.

RELATED STATUTES

For information concerning statutes pertinent to allegations of violations of state statute and/or the Code of Ethics for Idaho Professional Educators, please visit the Certification/Professional Standards website below:

www.sde.idaho.gov/site/teacher_certification/code_ethics.htm

Idaho Code 33-1208. Revocation, suspension, denial, or place reasonable conditions on certificate - Grounds.

- (1) “The state board of education may deny, revoke, suspend, or place reasonable conditions on any certificate issued or authorized under the provisions of section 33-1201, Idaho Code, upon any of the following grounds: ...” (Refer to web site)
- (2) “The state board of education shall permanently revoke any certificate issued or authorized under the provisions of section 33-1201, Idaho Code, and shall deny the application for issuance of a certificate of a person who pleads guilty to or is found guilty of, notwithstanding the form of the judgment or withheld judgment, any of the following felony offenses against a child ...” (Refer to web site)

Idaho Code 33-1209. Proceedings to revoke, suspend, deny or place reasonable conditions on a certificate—Letters of Reprimand—Complaint—Subpoena Power—Hearing.

This statute addresses who may and how a complaint must be filed; who has the authority to investigate; and how a due process hearing will be conducted.

Who may file a complaint?

- An individual with a substantial interest in the matter;
- A board of trustees; or,
- The Idaho Chief Certification Officer.

NOTE: A student in an Idaho public school **may not** file.

A complaint must be written and signed by the complainant stating the specific grounds for the allegation.

Upon receiving the written complaint, the Chief Certification Officer and Deputy Attorney General will review the complaint to determine if an investigation will be conducted.

The Executive Committee of the PSC will review the evidence of a completed investigation to determine if action is to be considered against an educator's certificate/license.

Subsequent to a recommendation from the Executive Committee, an Administrative Complaint is filed by Idaho's Chief Certification Officer. The educator may request a due process hearing.

NASDTEC CLEARINGHOUSE

The National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse is a searchable database of the 50 state jurisdictions. This database contains information regarding professional educators where action was taken against their certificates/licenses. Action includes suspension, denial or revocation.

The state of Idaho notifies the NASDTEC Clearinghouse when it has adjudicated a case with a certificate revocation, denial, or suspension.



PROFESSIONAL STANDARDS COMMISSION

P.O. BOX 83720
BOISE, IDAHO 83720-0027
PHONE (208) 332-6884
FAX (208) 334-2094
www.sde.idaho.gov/site/teacher_certification/

**IDAHO DEPARTMENT OF EDUCATION
TOM LUNA
STATE SUPERINTENDENT OF INSTRUCTION**

DIVISION OF DISTRICT SUPPORT
NICK SMITH - DEPUTY SUPERINTENDENT
CHRISTINA LINDER - DIRECTOR, OFFICE OF CERTIFICATION AND
PROFESSIONAL STANDARDS

Appendix H: Standards Committee Year End Review

STANDARDS COMMITTEE
ENSURING HIGHLY QUALIFIED EDUCATORS

OBJECTIVE #1: Develop recommendations for pre-service education standards and endorsement requirements for consideration by the State Board of Education.

Strategies

- Review and revise 20% of the state educator standards annually.
- Determine the schedule for standard reviews.

Work completed:

1. The *Idaho Standards for Initial Certification of Professional School Personnel* manual has been corrected/updated and is now posted on the Department of Education website.
2. The school administrator standards in the *Idaho Standards for Initial Certification of Professional School Personnel* and the *Idaho Certification Manual* have been aligned so that both documents include the same language and address the same standards.
3. The Standards Committee still has concern over the misalignment of the Communication Arts standards and endorsements. The committee decided to leave them as they currently are until they are reviewed in 2010. At that time, the review team will reconsider endorsement areas and rewrite the standards and endorsements to reflect current and future needs.

Work continuing:

1. We continue to review the alignment of K-12 standards with higher education standards in health, math, etc.
2. The recommendations for the School Social Worker standards/endorsements have been posted for review and comment. The committee is still seeking input and discussing revisions the standards recommended by the task force.
3. Standards for an on-line endorsement that teachers can add to their certificate are being developed. In addition, we are in the process of determining how these competencies will be embedded in pre-service programs.

OBJECTIVE #2: Develop and give recommendations for educator certification and endorsement requirements for consideration by the State Board of Education.

Strategies

- Review and revise 20% of the endorsement areas annually, as determined by the standards review timeline.
- Review and revise procedures for the alternative routes.
- Review and discuss certification and endorsement issues arising out of NCLB, IDEA, and Idaho High School Reform.
- Review the relationship between Idaho's certification requirements and those of other state and national requirements to determine alignment.

Work completed:

1. The Professional Standards Commission PASSED the Standards Committee's recommendation to approve the Interim Speech Language Pathologist/Audiology endorsement and to move it on through the Administrative Procedures Act process.
2. The Professional Standards Commission APPROVED the Standard Committee's motion to remove the Driver Education endorsement from the Certification Manual and program standards from the personnel preparation program. The replacement for the endorsement will be the current licensure process.
3. The Professional Standards Commission ACCEPTED the recommendation of the On-Line Teacher Endorsement Task Force to move forward with the progress of their work to create a new endorsement in teaching on-line.
4. The Professional Standards Commission APPROVED the Standards Committee's motion to be able to add endorsements to the Standard Occupational Specialist and Advanced Occupational Specialist Certificates. (Abstain – 1). Work will continue on the specifics of a technical math endorsement.
5. The Professional Standards Commission APPROVED the Standards Committee's motion to recommend before the full Commission that the endorsement for School Social Worker be eliminated from IDAPA 08.02.02.027 with the intention that licensed social workers (MSW) through the Idaho Bureau of Occupational Licenses be allowed to serve in the schools and would allow school districts to be reimbursed through IBEDS the same way that physical therapists and occupational therapists are reimbursed. Under Statute Section 33-1212, Idaho Code, Elementary School Counselors Information section, it would be changed to clearly state that in order for certificated social workers to be employed as elementary school counselors, they must meet the Board of Education standards for elementary school counselors. (Still in discussion.)

6. The Professional Standards Commission ACCEPTED the recommendations of the Social Studies standards review team in regard to the requirements for a Social Studies endorsement. (Attachment 1) (Against – 1). Still in discussion.

Work continuing:

1. The committee continues to discuss and seek solutions to the Early Childhood/Early Childhood Special Education dilemma. The development of a separate endorsement for Early Childhood and an Alternate Route option are currently being explored.
2. The committee and the full Commission discussed the proposed changes to the Social Studies endorsement requirements that were recommended by the Social Studies standards review team. The proposed revision includes 20 semester credit hours in government, economics, geography, or history plus 12 semester credit hours in each of the following: history, geography, economics, and government. Sociology and psychology would be eliminated as endorsement requirements. Any person meeting the above-mentioned new endorsement requirements would be considered highly qualified in all four areas and would satisfy federal requirements.

OBJECTIVE #3: Develop and/or maintain standards and review processes for teacher preparation program approval.

Strategies

- Oversee the training of state team members for specific program evaluation visits.
- Create and oversee a task force that will develop recommendations and/or procedures to:
 - Review and update the process for state program approval and manual.
 - Develop a program of standards and guidelines to train state team members.
 - Review and revise 20% of the rubrics used in teacher preparation program reviews annually.
 - Review the NCATE/state partnership agreement to ensure alignment of state and national standards and to meet protocol requirements.
 - Develop a process for the use of NCATE teacher preparation institution standards for non-NCATE approved institutions.
 - Ensure that accountability measures are part of the evaluation process of pre-service teacher preparation programs.
 - Maintain schedule for two-year focused visits for conditionally approved programs.
 - Review higher education institutions' annual progress report on their conditionally approved programs.

Work completed:

1. An on-site program approval review was conducted at Idaho State University on September 20-24, 2008 and the Professional Standards Commission PASSED the Standards Committee's motion to approve.
2. An on-site focused visit for programs at the College of Idaho was conducted on May 21, 2008, focus visit report and the Professional Standards Commission PASSED the Standards Committee's motion to approve.
3. The Professional Standards Commission APPROVED the Standard Committee's motion to postpone the University of Phoenix program approval focus visit until the spring of 2010, which is when there will be program completers.
4. An on-site focused visit for the School Counselor Program at the University of Idaho-Coeur d'Alene was conducted in March 2009 and the Professional Standards Commission ACCEPTED the Standards Committee's motion to approve.
5. An on-site program approval review was conducted at Boise State University on January 31 – February 4, 2009.
6. An on-site focused visit to review the Agriculture Education program at BYU-Idaho was conducted March 2009.

Work continuing:

1. The committee continues to work with Sara Ellis on the revision of the manual of instruction for program approval. The draft manual was piloted during the Boise State University program approval review in February of 2009. A new manual will be available by fall 2009; the new manual will include the process for pre-approval when higher education institutions are proposing to begin new programs.
2. The state team's report for Boise State University's program approval visit will be considered by the committee at its June meeting.
3. The state team's report for BYU-Idaho's focused program approval visit for the Agriculture Education program will be considered by the committee at its June meeting.

OBJECTIVE #4: Develop and give recommendations for educator assessments and qualifying scores for consideration by the State Board of Education.

Strategies

- Review and recommend Praxis II exams and qualifying scores.

- Review the literacy competency requirement.
- Review qualifying educator assessment

Work completed:

Approved increasing math scores on the Praxis II as recommended by ETS.

Work continuing:

Continue to review recommendations by the ICLA committee and the Deans' Council concerning changes to the literacy competency requirement (ICLA).

OBJECTIVE #5: Develop and implement a process for data-based decision-making.

Strategies

- Determine questions that we need data to answer.
- Develop a plan for gathering the data.
- Review the state Title II Report.
- Review and discuss data on the number of pre-service educators at Idaho teacher preparation programs being prepared for specific certificates and endorsements.

Work completed:

Conducted survey of Idaho's school administrators in an effort to gather information on the preparation administrators have had in the area of teacher performance evaluation ((Senate Concurrent Resolution No. 129). The survey was divided into the following three areas: demographic information, specifics regarding the administrator's current teacher evaluation system, and specifics regarding the administrator's preparation and ongoing professional development in the area of teacher evaluation. Results were analyzed and disseminated.

Work continuing:

Make adjustments in data collection to the meet the new Title II requirements.

Appendix I: Fiscal Year 2009 PSC Approved Budget

STATE DEPARTMENT OF EDUCATION
FEBRUARY 18, 2010

PSC Revenue/Expense details FY09 through June 2009											Index Code 2003		(Budget approved by PSC 10/26/2007)			
	Jul 08	Aug 08	Sept 08	Oct 08	Nov 08	Dec 08	Jan 09	Feb 09	Mar 09	Apr 09	May 09	Jun 09				
Revenue (actual)	\$54,843	\$71,874	\$37,614	\$14,478	\$10,124	\$10,861	\$21,896	\$23,508	\$26,568	\$22,693	\$28,555	\$60,177	\$383,191			
Estimated Revenue	\$47,000	\$75,000	\$31,200	\$21,900	\$16,700	\$12,500	\$28,000	\$26,000	\$19,000	\$20,000	\$34,400	\$47,900	\$379,600			
Estimated Cash balance 7/1/2008													\$189,500			
Cash needed to balance FY09													\$116,400			
Estimated Cash balance 6/30/2009													\$73,100			
Cash Balance 6/30/08- \$330,184.42													Actual FY 08-09	Est. Budget Total	% Remain of budget	
PERSONNEL																
4101 Salaries, benefits	\$15,354	\$16,529	\$14,733	\$21,234	\$13,549	\$14,635	\$17,636	\$20,734	\$15,333	\$11,837	\$18,760	\$14,130	\$194,465	\$206,367	5.77%	
OPERATING																
5961 PSC-Commission Work																
5990 PSC Mtg Travel/meals		\$3,853	\$753	\$5,506	\$170	\$5,900	\$350		\$3,847	\$2,260	\$3,187	\$4,279	\$30,105	\$39,000	22.81%	
Public relations/hearings			\$172		\$308		\$280	\$56					\$816	\$1,000	18.38%	
5990 Commission Prof Dev & Training							\$585		\$1,959	\$1,089		\$608	\$4,241	\$11,500	63.12%	
5982 Governmental Overhead		\$9,142											\$9,142	\$13,000	29.68%	
5166 Legal Services													\$0	\$0	0.00%	
Committee Work																
LeadershipTeam						\$430							\$17	\$447	\$1,000	55.34%
Strategic Planning													\$0	\$300	100.00%	
SBOE Meetings													\$154	\$2,000	92.30%	
5035 Executive													\$0	\$300	100.00%	
Investigations/hearings/training	\$213	\$148		\$1,124	\$15							\$1,674	\$3,175	\$20,000	84.13%	
NASDTEC Professional Pract.			\$1,386	-\$326					\$2,001			1652.53	\$4,714	\$15,000	68.57%	
5035 Authorizations													\$0	\$300	100.00%	
Alternate Routes													\$0	\$300	100.00%	
Teacher Licensure/Comp													\$0	\$0	0.00%	
5035 Standards													\$0	\$300	100.00%	
Standards Maintenance				\$1,408	\$81	\$765	\$60		\$35				\$2,350	\$11,000	78.64%	
Praxis													\$1,422	\$2,500	43.12%	
Title 2 - ETS													\$0	\$3,500	100.00%	
Prep Program Review Re-write													\$0	\$8,435	0.00%	
Prep Program Review & Focus visits (PPR) & Training		\$1,008	\$1,208	\$8,713		\$794	\$292	\$1,470	\$3,384	\$320			\$17,189	\$17,000	-1.11%	
5135 NCATE Representation dues	\$3,465												\$3,465	\$3,150	-10.00%	
5035 Prof Development Committee													\$0	\$300	100.00%	
Prof Development Fund		\$9,000	\$7,525						\$25,000		\$10,160		\$51,685	\$100,000	48.31%	
5001 Communication	\$215	\$228	\$141	\$119	\$449	\$333	\$200	\$182	\$232	\$232	\$214	\$298	\$2,843	\$3,000	5.25%	
5051 Employee Development											\$893	-\$30	\$863	\$1,500	42.49%	
5170 Prof. Services-Consultant													\$0	\$5,000	100.00%	
5201 Repairs and Maintenance Svcs. & supplies											\$296		\$296	\$5,300	94.42%	
5251 Admin. services					\$724			\$2,918	\$10			\$448	\$4,099	\$2,300	-78.24%	
5301 Computer services													\$0	\$1,200	100.00%	
5351 Employee Travel Costs			\$254		\$897	\$1,056	-\$672	\$904	\$977	\$1,477	\$667	-\$13	\$5,547	\$6,678	16.93%	
5401 Admin. Supplies (Office supplies)	\$36	\$216	\$30		\$980	\$152	\$90	\$133	\$219	\$132	\$275	\$212	\$2,476	\$2,300	-7.65%	
5551 Computer Supplies	\$140	\$25					\$83						\$248	\$1,500	83.47%	
5751 Insurance		\$595											\$595	\$350	-69.92%	
5901 Rentals & operating leases		\$2,667					\$2,961						\$5,627	\$7,000	19.61%	
Payroll/Accounting		\$1,347											\$1,347	\$620	-117.30%	
CAPITAL																
6401 Computer equipment													\$0	\$1,800	100.00%	
6701 Office equipment													\$0	\$1,200	100.00%	
TOTALS	\$19,423	\$44,758	\$26,202	\$37,778	\$17,174	\$24,066	\$21,865	\$26,397	\$52,997	\$17,643	\$34,156	\$24,852	\$347,310	\$496,000	29.98%	
Revenue less expenses	\$35,420	\$27,116	\$11,413	(\$23,300)	(\$7,050)	(\$13,206)	\$31	(\$2,889)	(\$26,429)	\$5,050	(\$5,600)	\$35,325	\$35,881			

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 18, 2010**

SUBJECT

Weiser School District No. 431 Tuition Waiver

REFERENCE

February 25, 2009

M/S (Luna/Agidius): To approve the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the 2008-09, 2009-10, 2010-11, and 2011-12 school years; subject to annual review by the Weiser School District Board of Trustees. Motion carried unanimously.

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1405, Idaho Code

BACKGROUND/DISCUSSION

Several students residing in the small Annex School District in Malheur County, Oregon, across the Snake River from Weiser, Idaho, have been attending school in Weiser School District No. 431. The tuition charged by the Weiser School District for each of the students from Oregon is set by Idaho Code §33-1405. The tuition charged is more than the per pupil amount the Oregon state funding formula allocates to the Annex School District and continues to create a hardship to the Annex School District.

The request for approval is coming before the State Board of Education again this year, because waiver request must be made annually for each new student. Weiser School District has 20 new students this year which require approval.

IMPACT

The Weiser School District is requesting the State Board of Education waive a portion (\$51.57 per month per student) of the tuition rate charge for each individual student attending Weiser High School from the Annex School District in Oregon for four years: 2009-10; 2010-11; 2011-12 and 2012-13, subject to annual review by the Weiser School District Board of Trustees.

The addition of 20 students from the Annex, Oregon area (representing about 4% of the Weiser High School student body) increases the costs of supplies, texts, and limited equipment (labs), but has little effect on the other budget lines and expenditures. The Annex District provides the bus transportation to Weiser High School.

ATTACHMENTS

Attachment 1 – Letter from Weiser School District Superintendent Page 3
Attachment 2 – Letter from Weiser School District Board of Trustees Page 5

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 18, 2010**

BOARD ACTION

A motion to approve the request by Weiser School District No. 431 to waive a portion of the tuition rate charge for each individual student attending Weiser High School from Annex School District in Oregon for the 2009-10, 2010-11, 2011-12, and 2012-13 school years, subject to annual review by the Weiser School District Board of Trustees.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

STATE DEPARTMENT OF EDUCATION
FEBRUARY 18, 2010

WEISER SCHOOL DISTRICT NO. 431

925 PIONEER ROAD
WEISER, IDAHO 83672
PHONE (208) 414-0616 * FAX (208) 414-1265

JAMES A. REED
Superintendent of Schools

WIL OVERGAARD
*Academic Achievement Director
and Special Services Director*

KYLA DICKERSON
District Clerk

CHRISTY STENDER
Deputy Clerk

January 4, 2010

Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720-0037

**RE: Out of State Tuition Waiver (I.C. #33-1405)
Annex, Oregon students attending Weiser High School**

The Weiser School District Board of Trustees requests the State Board of Education waive a portion (approximately \$51.57 per month per student) of the tuition rate charged for each individual student attending Weiser High School from Annex School District in Oregon for the 2009-2010 school year.

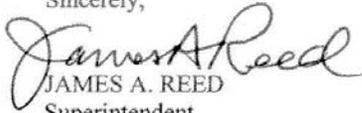
The Weiser School District is requesting the waiver for four years: 2009-10; 2010-11; 2011-12; and 2012-13 subject to annual review by the Weiser School District Board of Trustees.

The waiver will reduce the amount received by the Weiser School District by approximately \$51.57 per month per student this year. In subsequent years, the reduction will be an amount equal to the State Department of Education approved tuition rate minus the amount Annex School District receives for secondary students multiplied by the ADA of Annex students attending Weiser High School.

The addition of approximately twenty (20) students from the Annex, Oregon area (representing about 4% of the Weiser High School student body) increases the costs of supplies, texts, and limited equipment (labs) but has little effect on other budget lines and expenditures. The Annex District provides the bus transportation to Weiser High School.

Attached, please find a letter of support for the waiver by the Weiser School Board of Trustees.

Sincerely,


JAMES A. REED
Superintendent

Encl.

HIGH ACHIEVEMENT

WEISER SCHOOLS

RESPONSIBLE CITIZENSHIP

www.weiserschools.org

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STATE DEPARTMENT OF EDUCATION
FEBRUARY 18, 2010

WEISER SCHOOL DISTRICT NO. 431

925 PIONEER ROAD
WEISER, IDAHO 83672
PHONE (208) 414-0616 * FAX (208) 414-1265

JAMES A. REED
Superintendent of Schools

WIL OVERGAARD
*Academic Achievement Director
and Special Services Director*

KYLA DICKERSON
District Clerk

CHRISTY STENDER
Deputy Clerk

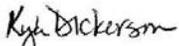
January 4, 2010

Idaho State Board of Education
P.O. Box 83720
Boise, Idaho 83720

RE: Annex School District Tuition Waiver Request

The Weiser School District #431 Board of Trustees at a regularly scheduled meeting of the school board on Monday, December 14, 2009 approved the tuition waiver request from the Annex Oregon School District for the Oregon High School students attending Weiser High School.

Sincerely,


KYLA DICKERSON
Clerk of the Board
Weiser School District #431
Board of Trustees

HIGH ACHIEVEMENT

WEISER SCHOOLS

www.weiserschools.org

RESPONSIBLE CITIZENSHIP

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**STATE DEPARTMENT OF EDUCATION
FEBRUARY 18, 2010**

SUBJECT

Appointments to the State Board Restructuring Plans Subcommittee

REFERENCE

June 18, 2009

M/S (Luna/Westerberg): To approve the request by the State Department of Education for the State Board of Education to appoint a subcommittee to review restructuring plans. Motion carried unanimously.

BACKGROUND/DISCUSSION

In June 2009, the State Board of Education (SBOE) approved a request by the State Department of Education (SDE) for the SBOE to appoint a subcommittee to review restructuring plans. Idaho currently has 20 schools in year five of needs improvement. When a school reaches year five the school district/LEA must develop a plan for restructuring that includes substantial changes. Until the plan is approved by the state or the school makes adequate yearly progress (AYP) for two years in a row, the sanctions (professional development, choice, supplemental education services) stay in effect.

The SBOE will appoint Subcommittee members and the SDE will work with schools and districts to prepare restructuring plans and gather evidence for review. The SBOE is the SEA and required under the Elementary and Secondary Act of 2001 to carry out these duties.

The SDE presents the following nominees for appointment to the restructuring subcommittee:

- Richard Westerberg- SBOE member
- Scott Crane- Superintendent, Blackfoot
- Anne Ritter- School Board Member, Meridian
- Gary Johnstone- Federal Programs Director, Vallivue and former principal
- Bill Parrett- Director of the Center for School Improvement and Policy Studies at BSU
- Greg Alexander- Principal, Caldwell
- Marybeth Flachbart- SDE

ATTACHMENTS

Attachment 1 – Restructuring Subcommittee Biographies

Page 3

BOARD ACTION

A motion to approve the request by the State Department of Education to approve Richard Westerberg as a member of the Restructuring Subcommittee for a term of three years.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 18, 2010**

A motion to approve the request by the State Department of Education to approve Scott Crane as a member of the Restructuring Subcommittee for a term of three years.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the request by the State Department of Education to approve Gary Johnstone as a member of the Restructuring Subcommittee for a term of three years.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the request by the State Department of Education to approve Richard Westerberg as a member of the Restructuring Subcommittee for a term of three years.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the request by the State Department of Education to approve Bill Parrett as a member of the Restructuring Subcommittee for a term of three years.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the request by the State Department of Education to approve Greg Alexander as a member of the Restructuring Subcommittee for a term of three years.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

A motion to approve the request by the State Department of Education to approve Marybeth Flachbart as a member of the Restructuring Subcommittee for a term of three years.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
FEBRUARY 18, 2010**

Scott Crane is the current Superintendent of the Blackfoot School District. Blackfoot has successfully turned around two schools that were in year 5 of School Improvement. He has served as both building and district level leader as well as exceptional teacher. He won the NASA Teacher in Space Program and has been recognized by his district and his peers often for his many contributions to education. Scott currently chairs the Region VI Superintendents Association and is also a member of the Idaho Association of School Administrators, the American Association of School Administrators, the Idaho Association of School Business Officials, the Idaho Association of Secondary School Principals, National Association of Secondary School Principals, National Drop-Out Prevention Network, National Middle School Association, Phi Delta Kappa, Alliance for Invitational Education and the Blackfoot Chamber of Commerce.

Anne Ritter is the Vice Chairman of the Meridian School District. She represents zone four and was recommended by the Idaho School Boards Association for nomination to this subcommittee. Anne brings a wealth of knowledge from her experience as both as a local trustee and a community member. Meridian is our largest school district in the state and currently has one school in year five of improvement (restructuring).

Gary Johnstone joined Vallivue School District as the Director of Assessment and Instructional Services and is now the Director of State and Federal Programs. Prior to coming to Vallivue he was a middle school reading and English teacher for eight years, an elementary school counselor for nine years, and a principal for nine years in Caldwell School District. He received his BA in English at Northwest Nazarene University, his M.ED. in school counseling at Albertson College of Idaho, and his administrative certification from the University of Idaho.

William H. Parrett is the Director of the Center for School Improvement & Policy Studies and Professor of Education at Boise State University. He has received international recognition for his work in school improvement, small schools, alternative education, and for his efforts to help youth at-risk. His professional experiences include public school and university teaching, curriculum design, principalships and college leadership, media production, research and publication. Parrett holds a Ph.D. in Secondary Education from Indiana University. Parrett has served on the faculties of Indiana University, the University of Alaska and Boise State University. His research on reducing achievement gaps and effective schooling practices for youth at risk and low performing schools has gained widespread national recognition. Parrett is the co-author of, *The Kids Left Behind: Catching Up the Underachieving Children of Poverty* (2007), *Saving Our Students, Saving Our Schools* (2003), *Hope Fulfilled for At-Risk & Violent Youth* (2001), *How to Create Alternative, Magnet, and Charter Schools that Work* (1997), *Hope at Last for At-Risk Youth* (1995), *Inventive Teaching: Heart of the Small School* (1993), *The Inventive Mind: Portraits of Effective Teaching* (1991), and numerous contributions to national journals and international and national conferences.

Greg Alexander graduated from Boise High in 1987. He was recruited by Boise State University to play offensive line with the Broncos. While at Boise State he received his Bachelor of Science in Mathematics, with a teaching certificate and driver's education endorsement. Greg taught math and coached at Les Bois Jr. High for six years. He

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received his Education Administration degree from the University of Idaho and began his administrative career at Cole Valley Christian School. After four years with Cole Valley, Greg had the opportunity to be vice-principal at Jefferson Junior High with Randy Schrader, Caldwell School District. In his 3rd year at Jefferson the District Administration (Roger Quarles and Lonnie Barber) asked Greg to step in as principal at Sacajawea Elementary to end the 2005-2006 School year. Since his time at Sacajawea, Greg has been able to develop a team of “highly-qualified” teachers. Sacajawea has worked with BSU and the Developing Mathematical Thinking project and seen student achievement rise in math. He has also implemented the College for Every Student program for 3rd – 5th graders. Sacajawea has been part of Reading First grant in Idaho for 6 years and significant change took place for Greg through all the training and implementation of Reading First professional development. The first couple of years were difficult as Sacajawea was in year 2 of needs improvement before the changes started taking affect. As a part of the Caldwell Academy of Leadership Greg has had the opportunity to take part in Capacity Building and other professional development. He is grateful for the opportunity and enrichment that has been provided through Rosie Santana and her connections with Caldwell, Reading First, State Department of Education, and her Capacity Building. In 2009, Sacajawea made AYP for the second year in a row and received the “Distinguished School Award” for improvement in LEP Reading where Sacajawea has virtually eliminated the gap between LEP and non LEP students.

Marybeth Flachbart In her role as Deputy Superintendent Marybeth is responsible for the supervision of the state’s implementation of the Elementary and Secondary Act as well as Individuals with Disabilities Education for the Idaho State Department. Her current research interests involve building local capacity in rural areas. Marybeth has served as Associate Director for the Center for School Improvement and Policy Studies at Boise State University, Director of Reading First and Reading Coordinator for the state of Idaho. She holds a doctorate in curriculum and instruction from Boise State University with an emphasis in school improvement, a master’s degree in special education from Fairfield University, and bachelor’s degree from Marymount Manhattan College in New York. Marybeth is certified as an Academic Language Therapist and a Dyslexia Specialist. Prior to moving to Idaho in 2000, Marybeth was on the faculty of the Neuhaus Education Center, a not-for-profit institution dedicated to teacher training and curriculum development in Houston, Texas. Her classroom experience includes ten years of both general and special education.