

STATE DEPARTMENT OF EDUCATION
AUGUST 11, 2011

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STATE DEPARTMENT OF EDUCATION
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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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**STATE DEPARTMENT OF EDUCATION
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SUBJECT

Proposed Change to IDAPA 08.02.01.151, Rules Governing Administration – Negotiations

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1272, Idaho Code

Section 33-1273A, Idaho Code

Sections 67-2343 through 67-2347, Idaho Code

Idaho Administrative Code, IDAPA 08.02.01.151, Negotiations

BACKGROUND/DISCUSSION

This rule change deals with two aspects of collective bargaining and negotiations. First, the Students Come First law now requires district negotiations with personnel to be conducted in open session and available for the public to attend. This rule would clarify that open negotiations should adhere to Idaho's Open Meeting Law Manual.

Second, the Students Come First law now limits collective bargaining to compensation and benefits. The State Department of Education received feedback from districts, after districts completed collective bargaining this year, that the definition of compensation and benefits needed to be further clarified. This rule change defines salary as "any monies paid to an employee pursuant to an employment contract, the form of which is approved by the Superintendent of Public Instruction pursuant to Section 33-513, Idaho Code, and the process by which the school district board of trustees will determine local student achievement share awards." The rule change also specifies that the inclusion of any other items in a negotiated agreement is prohibited.

ATTACHMENTS

Attachment 1 – Proposed Changes to IDAPA 08.02.01.151

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BOARD ACTION

I move to approve the proposed rule changes to IDAPA 08.02.01.151 Rules Governing Administration – Negotiations, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
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**IDAHO ADMINISTRATIVE CODE
State Board of Education**

**IDAPA 08.02.01
Rules Governing Administration**

151. NEGOTIATIONS

01. Open Meeting. For the purposes of Section 33-1273A, Idaho Code, all open meeting negotiations shall adhere to Sections 67-2343 through 67-2344 and 67-2346 through 67-2347, Idaho Code, including posting agendas and such notices on the main page of the school district's website. ()

02. Collective Bargaining Limited to Compensation and Benefits. Items that may be included in master contracts or negotiated agreements shall be limited to the specific items defined under the terms "Compensation" and "Benefits" under Section 33-1272, Idaho Code. For the purposes of the definition of "Compensation" as stated in Section 33-1272, Idaho Code, the term "salary" means any monies paid to an employee pursuant to an employment contract, the form of which is approved by the Superintendent of Public Instruction pursuant to Section 33-513, Idaho Code, and the process by which the school district board of trustees will determine local student achievement share awards pursuant to Section 33-1004I, Idaho Code. The inclusion of any other items in a master contract or negotiated agreement is hereby prohibited. Any items included in violation of this provision are hereby declared null, void and of no force or effect. ()

~~1542.~~ -- 199. (RESERVED)

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STATE DEPARTMENT OF EDUCATION
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SUBJECT

Proposed revision to IDAPA 08.02.02.015, Rules Governing Uniformity – Idaho Interim Certificate

REFERENCE

June 13-14, 2007	Appeared on the State Board of Education Agenda for approval but was pulled from discussion pending further consideration. The intent of pulling this topic from the agenda was to determine whether or not the Reinstatement of an Expired Certificate belong under the Idaho Interim Certificate or in another section of IDAPA.
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APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-114, 33-1254, and 33-1258, Idaho Code

BACKGROUND/DISCUSSION

This rule change was initially brought before the Board during its June 13-14, 2007 meeting but was pulled from the agenda pending further discussion. The necessary discussion surrounding the topic was to determine whether or not the Reinstatement of an Expired Certificate belong under the Idaho Interim Certificate or in another section of Idaho Administrative Rules. After much discussion between the Professional Standards Commission and the Department's Teacher Certification Office, it was ultimately determined that the reinstatement of an expired certificate did mandate a nonrenewable three (3) year Interim Certificate. The most appropriate location for the Reinstatement of an Expired Certificate is under the Idaho Interim Certificate; IDAPA 08.02.02.015

The intent of the Department's Office of Certification was to resubmit this rule change, as it was initially presented, at the August 9-10, 2007 Board meeting. Unfortunately it was overlooked and never made it back through the promulgation process.

The need for an Interim Certificate for the Reinstatement of an Expired Certificate still exists today. This rule change responds to a statewide challenge in meeting federal guidelines for Highly Qualified teacher status and teacher shortages. This allows for greater flexibility and a shorter timeline for Idaho-trained educators to return to the teaching field with the necessary certification. This change allows for a three (3) year interim certificate to be issued to any Idaho-trained educator whose certificate has expired.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.02.015, Language Revisions

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BOARD ACTION

I move to approve the proposed rule changes to IDAPA 08.02.02.015, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

015. IDAHO INTERIM CERTIFICATE.

01. Issuance of Interim Certificate. The State Department of Education is authorized to issue a three-year (3) interim certificate to those applicants who hold a valid certificate/license from another state or other entity that participates in the National Association of State Directors of Teacher Education and Certification (NASDTEC) Interstate Agreement. An interim certificate is nonrenewable except under extenuating circumstances. (4-2-08)

a. Idaho Comprehensive Literacy Course. For all Idaho teachers working on interim certificates, alternate routes or coming from out of the state, completion of a state approved reading instruction course shall be a one-time requirement for full certification. (4-7-11)

b. Technology. Out-of-state applicants will be reviewed by the hiring district for technology deficiencies and may be required to take technology courses to improve their technology skills. (4-7-11)

02. Reinstatement of Expired Certificate. An individual holding an expired Idaho certificate, that has lapsed for one year or greater, may be issued a nonrenewable three (3) year interim certificate. During the validity period of the interim certificate, the applicant must meet all current requirements listed for the specific certificate and endorsement(s) including the appropriate content, pedagogy and performance assessments. ()

~~02.03.~~ Foreign Institutions. An educator having graduated from a foreign institution that is listed in the Accredited Degree-Granting Institutions section of the “Accredited Institutions of Postsecondary Education” and having a valid/current teaching certificate/license from the country or province in which the foreign institution is located, may be issued a non-renewable, three (3) year interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. ()

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SUBJECT

Proposed Revision to the Endorsement language for IDAPA 08.02.02, Sections 021, 023, and 027, Rules Governing Uniformity

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-1254, 33-1258, and 33-114, Idaho Code

BACKGROUND/DISCUSSION

08.02.02.021 Endorsements

The Exceptional Child Certificate is not a stand-alone certificate and must include an endorsement. IDAPA 08.02.02.021 does not include the *Exceptional Child Certificate* as one of the certificates eligible for endorsement.

08.02.02.023.04 English as a New Language (ENL) (K-12)

This rule clarification is in response to the need for a more clearly stated intent of the endorsement language. The manner in which the endorsement language is worded, unfortunately allows for interpretation that any *Modern Language* could meet the four (4) semester credit hour requirement. If that were the case, any four (4) credits of English, for example, could be argued as meeting the requirement. The intent of the endorsement is that the candidate shall have four (4) semester credit hours of *Modern Foreign Languages* to better serve ENL students. By making this revision to the endorsement language, current and best practices will be more accurately reflected.

08.02.02.027.02 School Psychologist Endorsement

The Idaho School Psychologists Association (ISPA) proposed to the Professional Standards Commission (PSC) that the Idaho State Department of Education accept National Certification requirements for School Psychologists (NCSP) in place of the standard six (6) professional development credits. This program is offered through the National Association of School Psychologists (NASP), and should be considered as an additional avenue to meet state certification and recertification requirements.

The process for certification and recertification through NASP are significantly more rigorous than current Idaho requirements. Currently, 33 states (including those neighboring Idaho) accept these National Certification requirements, and the PSC recommends that Idaho also accepts this practice.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.02, Sections 021, 023, and 027 Language Revisions

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BOARD ACTION

08.02.02.021 Endorsements

I move to approve the Proposed Rule changes to IDAPA 08.02.02.021, Rules Governing Uniformity, Endorsements, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

08.02.02.023.04 English as a New Language (ENL) (K-12)

I move to approve the Proposed Rule changes to IDAPA 08.02.02.023, Rules Governing Uniformity, Endorsements E – L, English as a New Language (ENL) (K-12), as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

08.02.02.027.02 School Psychologist Endorsement

I move to approve the Proposed Rule changes to IDAPA 08.02.02.027.02, Rules Governing Uniformity, School Psychologist Endorsement, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**STATE DEPARTMENT OF EDUCATION
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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

021. ENDORSEMENTS.

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

~~(3-29-10)~~(____)

023. ENDORSEMENTS E - L.

01. Earth Science (6-12). Twenty (20) semester credit hours including course work in each of the following: Earth Science, Astronomy, and Geology. (4-11-06)

02. Economics (6-12). Twenty (20) semester credit hours to include a minimum of three (3) semester credit hours of micro-economics, a minimum of three (3) semester credit hours of macro-economics, and a minimum of six (6) semester credit hours of Personal Finance/Consumer Economics/Economics Methods. Remaining course work may be selected from economics and finance course work in one (1) or more of the following areas: Agriculture Science and Technology, Business Education, Economics, Family and Consumer Science, or Marketing Education. (4-11-06)

03. English (6-12). Twenty (20) semester credit hours, including three (3) semester credit hours in Linguistics/Grammar, three (3) semester credit hours in American Literature, three (3) semester credit hours in English Literature, six (6) semester credit hours in Advanced Composition, excluding the introductory sequence designed to meet general education requirements. Remaining credits must be completed in the English Department, and must include some course work in Writing Methods for Teachers of Secondary Students. (3-16-04)

04. English as a New Language (ENL) (K-12). Twenty (20) semester credit hours to include four (4) semester credit hours in Modern Foreign Languages; three (3) semester credit hours in Cultural Diversity; three (3) semester credit hours in ENL Methods; three (3) semester credits in Linguistics; three (3) semester credit hours in Foundations, Federal and State Law, Theory, Testing/Identification of Limited English Proficient Students; one (1) semester credit in ENL Practicum or Field Experience; and three (3) semester credit hours in an ENL related elective. (3-30-07)(____)

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

a. Thirty (30) semester credit hours to include coursework in each of the following: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; Clothing and Textiles, Cultural Dress, Fashion Merchandising, or Design Nutrition; Food Preparation, Food Production, or Culinary Arts; Housing, Interior Design, Home Management, or Equipment; Consumer Economics or Family Resource Management; Introduction to Family Consumer Sciences; and, Integration of Family Consumer Sciences or Family Consumer Science Methods. (3-16-04)

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- b.** Occupational Teacher Preparation as provided in Sections 034 through 038. (3-16-04)
- 06. Foreign Language (6-12 or K-12).** Twenty (20) semester credit hours in a specific foreign language including course work in two (2) or more of the following areas: Grammar, Conversation, Composition, Culture, and Literature; and course work in Foreign Language Methods. To obtain an endorsement in a specific foreign language (K-12), applicants holding a Secondary Certificate must complete an elementary methods course. (4-11-06)
- 07. Geography (6-12).** Twenty (20) semester credit hours including course work in Cultural Geography and Physical Geography, and a maximum of six (6) semester credit hours in World History Survey. Remaining semester credit hours must be selected from Geography. (4-11-06)
- 08. Geology (6-12).** Twenty (20) semester credit hours in the area of Geology. (3-16-04)
- 09. Gifted and Talented (K-12).** Twenty (20) semester credit hours, to include a minimum of three (3) semester credits hours in each of the following: Foundations of Gifted and Talented Education; Creative/Critical Thinking Skills for Gifted and Talented Students; Social and Emotional Needs of Gifted and Talented Students; Curriculum and Instruction for Gifted and Talented Students; and Practicum and Program Design for Gifted and Talented Education. Remaining course work must be in the area of gifted education. (5-8-09)
- 10. Health (6-12 or K-12).** Twenty (20) semester credit hours to include course work in Organization/Administration/Planning of a School Health Program; Health and Wellness; Secondary Methods of Teaching Health; Elementary methods of Teaching Health; Mental/Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse. Remaining semester credits must be in health-related course work. (4-7-11)
- 11. History (6-12).** Twenty (20) semester credit hours to include a minimum of six (6) semester credit hours of U.S. History Survey and a minimum of six (6) semester credit hours of World History Survey. Remaining course work must be in History. Course work may include three (3) semester credit hours in American Government. (4-11-06)
- 12. Humanities (6-12).** An endorsement in English, History, Music, Visual Art, Drama, or Foreign Language and twenty (20) semester credit hours in one of the following areas or ten (10) semester credit hours in each of two (2) of the following areas: Literature, Music, Foreign Language, Humanities Survey, History, Visual Art, Philosophy, Drama, Comparative World Religion, Architecture, and Dance. (4-11-06)
- 13. Journalism (6-12).** Follow one (1) of the following options: (3-16-04)
- a.** Option I: Twenty (20) semester credit hours to include a minimum of sixteen (16) semester credit hours in Journalism and four (4) semester credit hours in English. (3-16-04)
- b.** Option II: Possess an English endorsement with a minimum of six (6) semester credit hours in Journalism. (3-16-04)
- 14. Library Media Specialist (K-12).** Twenty (20) semester credit hours in the field of Education Media or Library Science, including a minimum of: (5-8-09)
- a.** Collection Development/Materials Selection; (5-8-09)
- b.** Literature for Youth or Children; (5-8-09)
- c.** Organization of Information (Cataloging and Classification); (5-8-09)
- d.** School Library Administration/Management; and (5-8-09)
- e.** Library Information Technologies and Information Literacy. (5-8-09)

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15. Literacy (K-12). Twenty (20) semester credit hours in the area of Literacy including a minimum of three (3) semester credit hours in each of the following areas: Foundations of Reading or Developmental Reading; Reading in the Content Area; Literature for Youth; Psycholinguistics or Language Development; Corrective/Diagnostic/Remedial Reading; and Teaching Writing. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. Remaining credits must be taken in the area of teaching literacy. (5-8-09)

027. PUPIL PERSONNEL SERVICES CERTIFICATE.

Persons who serve as school counselors, school psychologists, speech-language pathologists, school social workers, school nurses and school audiologists are required to hold the Pupil Personnel Services Certificate, with the respective endorsement(s) for which they qualify. (3-16-04)

01. Counselor Endorsement (K-12). To be eligible for a Pupil Personnel Services Certificate endorsed Counselor K-12, a candidate must have satisfied the following requirements. The Pupil Personnel Services Certificate with a Counselor endorsement is valid for five (5) years. Six (6) semester credit hours are required every five (5) years in order to renew the endorsement. (5-8-09)

a. Hold a master's degree and provide verification of completion of an approved program of graduate study in school guidance and counseling from a college or university approved by the Idaho State Board of Education or the state educational agency of the state in which the program was completed. The program must include successful completion of seven hundred (700) clock hours of supervised field experience, seventy-five percent (75%) of which must be in a K-12 school setting. Substantial amounts of this K-12 experience must be in each of the following levels: elementary, middle/junior high, and high school. Previous school counseling experience may be considered to help offset the field experience clock hour requirement. (5-8-09)

b. An institutional recommendation is required for a Counselor K-12 Endorsement. (5-8-09)

02. School Psychologist Endorsement. This endorsement is valid for five (5) years. In order to renew the endorsement, six (6) professional development credits are required every five (5) years. ~~in order to renew the endorsement.~~ The renewal credit requirement may be waived if the applicant holds a current valid National Certification for School Psychologists (NCSP) offered through the National Association of School Psychologists (NASP). To be eligible for initial endorsement, a candidate must complete a minimum of sixty (60) graduate semester credit hours which must be accomplished through one (1) of the following options: (3-16-04)(____)

a. Completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hours, master's degree in education or psychology and completion of an approved thirty (30) semester credit hour, or forty-five (45) quarter credit hour, School Psychology Specialist Degree program, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (4-7-11)

b. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, master's degree program in School Psychology, and completion of a minimum of twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (4-7-11)

c. Completion of an approved sixty (60) semester credit hour, or ninety (90) quarter credit hour, School Psychology Specialist degree program which did not require a master's degree as a prerequisite, with laboratory experience in a classroom, which may include professional teaching experience, student teaching or special education practicum, and completion of a minimum twelve hundred (1,200) clock-hour internship within a school district under the supervision of the training institution and direct supervision of a certificated school psychologist. (5-8-09)

d. Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (____)

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03. School Nurse Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through completion of either requirements in Subsections 027.03.a. or 027.03.b. in addition to the requirement of Subsection 027.03.c. (3-29-10)

a. The candidate must possess a valid nursing (RN) license issued by the Idaho State Board of Nursing, and a bachelor's degree in nursing, education, or a health-related field from an accredited institution. (5-8-09)

b. The candidate must possess a valid professional nursing (RN) license issued by the Idaho State Board of Nursing and have completed nine (9) semester credit hours from a university or college in at least three (3) of the following areas: (5-8-09)

i. Health program management; (5-8-09)

ii. Child and adolescent health issues; (5-8-09)

iii. Counseling, psychology, or social work; or (5-8-09)

iv. Methods of instruction. (5-8-09)

c. Additionally, each candidate must have two (2) years' full-time (or part-time equivalent) school nursing, community health nursing, or any area of pediatric, adolescent, or family nursing experience. (5-8-09)

04. Interim Endorsement - School Nurse. This certificate will be granted for those who do not meet the educational and/or experience requirements but who hold a valid professional nursing (RN) license in Idaho. An Interim Certificate - will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-10)

05. Speech-Language Pathologist Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in a speech/language pathology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

06. Audiology Endorsement. This endorsement is valid for five (5) years. Six (6) credits are required every five (5) years in order to renew the endorsement. Initial endorsement will be issued to candidates who possess a master's degree from an accredited college or university in an audiology program approved by the State Board of Education, and who receive an institutional recommendation from an accredited college or university. (3-16-04)

07. School Social Worker Endorsement. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years in order to renew the endorsement. Initial endorsement may be accomplished through possession of a social work certificate issued by the Idaho Bureau of Occupational Licenses, an institutional recommendation, and completion of one (1) of the following options: (3-16-04)

a. A master's degree in social work from an Idaho college or university approved by the State Board of Education, or a master's degree in social work from an out-of-state college or university. The program must be currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

b. A master's degree in guidance and counseling, sociology, or psychology plus thirty (30) semester credit hours of graduate work in social work education, including course work in all the following areas: understanding the individual; casework method; field placement; social welfare programs and community resources; and research methods. (3-16-04)

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08. Interim Endorsement-Speech Language Pathologist. This certificate will be granted for those who do not meet the educational requirements but who hold a bachelor's degree in Speech language pathology and are pursuing a master's degree in order to obtain the pupil personnel services certificate endorsed in speech language pathology. An Interim Certificate will be issued for three (3) years while the applicant is meeting the educational requirements, and it is not renewable. (3-29-10)

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STATE DEPARTMENT OF EDUCATION
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SUBJECT

Proposed Change to IDAPA 08.02.02.100, Rules Governing Uniformity - Official Vehicle for Approving Teacher Education Programs

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1254, 33-1258, and 33-114, Idaho Code

BACKGROUND/DISCUSSION

The National Council for the Accreditation of Teacher Education (NCATE) is undergoing a merger with the Teacher Education Accreditation Council (TEAC) to consolidate efforts into a single national accrediting organization. The planned name for this new organization is to be the Council for the Accreditation of Educator Preparation (CAEP). However, because the intricate details of this merger are so complex, and have yet to be fully defined, the Professional Standards Commission recommends revising the IDAPA language so that the *Official Vehicle For Approving Teacher Education Programs* is referred to only as the "accepted national standards for the accreditation of educator preparation". This will allow the accreditation process to remain focused on a single set of nationally recognized standards, yet retain necessary state control.

In addition to national accreditation standards, the utilization of, and emphasis on, the Idaho Standards for Initial Certification of Professional School Personnel, enables the Idaho State Board of Education to have more oversight of the teacher preparation program approval process. The state will begin to conduct focused reviews of state-specific, core teaching requirements that may be adjusted over time, depending upon state-wide initiatives. The emphasis on state reviews anticipated over the next decade will include integration of technology and use of student data, as well as pre-service preparation that will address effective K-12 practices in the teaching of the *Common Core Standards*.

IMPACT

In order to produce graduates eligible for Idaho teacher certification, pre-service preparation units must offer programs that align to State Standards. Additional cost for State-Specific Program Reviews will be funded through the Professional Standards Commission.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.02.100 Language Revisions

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BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.02.02.100, Rules Governing Uniformity - Official Vehicle for Approving Teacher Education Programs, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**STATE DEPARTMENT OF EDUCATION
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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

100. OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.

(Section 33-114, Idaho Code)

(4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs. The official vehicle for the approval of teacher education programs will be the ~~National Council for Accreditation of Teacher Education (NCATE) approved~~ Idaho Standards for the Initial Certification of Professional School Personnel ~~as approved on June 2004~~ which are based upon the accepted national standards for the accreditation of educator preparation and include state-specific, core teaching requirements. The State Department of Education will transmit to the head of each Idaho college or department of education a copy of all revisions to the Idaho Standards for the Initial Certification of Professional School Personnel. Such revisions will ~~not~~ take effect ~~on approval evaluations of the Idaho program until~~ and must be implemented within a period not to exceed two (2) years after notification of such revision. ~~The two (2) year deferral may be waived upon written request of the head of the college or department to be evaluated.~~ (4-6-05)(____)

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

03. 02. Reference Availability. The Idaho Standards for the Initial Certification of Professional School Personnel are incorporated herein by reference and are available for inspection, ~~in the Office of the State Board of Education.~~ Copies of this document can be found on the Office of the State Board of Education website at www.boardofed.idaho.gov. (3-30-01)(____)

04. 03. Continuing Accreditation Approval.

a. ~~The state of Idaho will follow the a National accreditation Council for Accreditation of Teacher Education (NCATE) model and by which institutions shall pursue continuing approval through a full program review every at the end of seven (7) years, following baseline approval. The full program review shall be based upon the Idaho Standards for Initial Certification of Professional School Personnel.~~ (3-16-04)(____)

b. The state of Idaho will additionally conduct focused reviews of state-specific, core teaching requirements in the interim, not to exceed every third year following the full program review. (____)

05. 04. Payment Responsibilities for Teacher Preparation Program Reviews. The Professional Standards Commission is responsible for Idaho teacher preparation program reviews, including assigning responsibility for paying for program reviews. To implement the reviews, it is necessary that: (4-6-05)

a. The Professional Standards Commission pay for all in-state expenses for on-site teacher preparation reviews from its budget. (4-6-05)

b. Requesting institutions pay for all out-of-state expenses related to on-site teacher preparation program reviews. (4-6-05)

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SUBJECT

Proposed Change to IDAPA 08.02.02.120, Rules Governing Uniformity – Local District Evaluation Policy

REFERENCE

August 20, 2009

M/S (Luna/Soltman): To approve the pending rule – Docket 08-0202-901 – Local District Evaluation Policy. *Motion carried unanimously.*

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-513, Idaho Code

Section 33-514, Idaho Code

Idaho Administrative Code, IDAPA 08.02.02.120, Local District Evaluation Policy

BACKGROUND/DISCUSSION

The Students Come First laws require that parent input be included in teacher and school-based administrator evaluations and that at least fifty percent (50%) of administrator and teacher evaluations are based on growth in student achievement, as determined by the board of trustees. The changes to this rule further clarify the new parent input and growth in student achievement requirements. They also make the domains and components of the teacher evaluation framework consistent with Charlotte Danielson's Framework for Teaching, Second Edition (as referenced in the rule) and correct Idaho Code citations.

ATTACHMENTS

Attachment 1 – Proposed Changes to IDAPA 08.02.02.120

Page 3

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.02.02.120 Rules Governing Uniformity – Local District Evaluation Policy, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAHO ADMINISTRATIVE CODE
State Board of Education**

**IDAPA 08.02.02
Rules Governing Uniformity**

120. LOCAL DISTRICT EVALUATION POLICY.

Each school district board of trustees will develop and adopt policies for teacher performance evaluation in which criteria and procedures for the evaluation of certificated personnel are research based and aligned to Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. The process of developing criteria and procedures for certificated personnel evaluation will allow opportunities for input from those affected by the evaluation; i.e., trustees, administrators and teachers. The evaluation policy will be a matter of public record and communicated to the certificated personnel for whom it is written. (3-29-10)

01. Standards. Each district evaluation model shall be aligned to state minimum standards that are based on Charlotte Danielson's Framework for Teaching Second Edition domains and components of instruction. Those domains and components include: (3-29-10)

- a.** Domain 1 - Planning and Preparation: (3-29-10)
 - i. Demonstrating Knowledge of Content and Pedagogy; (3-29-10)
 - ii. Demonstrating Knowledge of Students; (3-29-10)
 - iii. Setting Instructional ~~Goals~~Outcomes; (~~3-29-10~~)()
 - iv. Demonstrating Knowledge of Resources; (3-29-10)
 - v. Designing Coherent Instruction; and (3-29-10)
 - vi. ~~Assessing~~Designing Student ~~Learning~~Assessments. (~~3-29-10~~)()
- b.** Domain 2 – ~~Learning~~The Classroom Environment: (~~3-29-10~~)()
 - i. Creating an Environment of Respect and Rapport; (3-29-10)
 - ii. Establishing a Culture for Learning; (3-29-10)
 - iii. Managing Classroom Procedures; (3-29-10)
 - iv. Managing Student Behavior; and (3-29-10)
 - v. Organizing Physical Space. (3-29-10)
- c.** Domain 3 - Instruction and Use of Assessment: (3-29-10)
 - i. Communicating ~~Clearly and Accurately~~with Students; (~~3-29-10~~)()
 - ii. Using Questioning and Discussion Techniques; (3-29-10)
 - iii. Engaging Students in Learning; (3-29-10)
 - iv. ~~Providing Feedback to Students~~Using Assessment in Instruction; and (~~3-29-10~~)()
 - v. Demonstrating Flexibility and Responsiveness; ~~and~~ (3-29-10)
 - vi. ~~Use Assessment to Inform Instruction and Improve Student Achievement.~~ (3-29-10)

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- d. Domain 4 - Professional Responsibilities: (3-29-10)
- i. Reflecting on Teaching; (3-29-10)
- ii. Maintaining Accurate Records; (3-29-10)
- iii. Communicating with Families; (3-29-10)
- iv. ~~Contributing to the School and District~~ Participating in a Professional Community; (3-29-10)()
- v. Growing and Developing Professionally; and (3-29-10)
- vi. Showing Professionalism. (3-29-10)

02. Parent Input. For evaluations conducted on or after July 1, 2012, input from the parents and guardians of students shall be considered as a factor in the evaluation of any school-based certificated employees. For such certificated employees on a Category A, B or grandfathered renewable contract, this input shall be part of the first half of the evaluation that must be completed before February 1 of each year (Section 33-513 and 33-514, Idaho Code). ()

03. Student Achievement. For evaluations conducted on or after July 1, 2012, all certificated employees must receive an evaluation in which at least 50% of the evaluation results are based on objective measures of growth in student achievement as determined by the board of trustees. This student achievement portion of the evaluation shall be completed by the end of the school year in which the evaluation takes place (Section 33-513 and 33-514, Idaho Code). ()

0203. Participants. Each district evaluation policy will include provisions for evaluating all certificated employees identified in Section 33-1001, Idaho Code, Subsection 136, and each school nurse and librarian (~~Section 33-515, Idaho Code~~). Policies for evaluating certificated employees should identify the differences, if any, in the conduct of evaluations for nonrenewable contract personnel and renewable contract personnel. (4-1-97)()

0304. Evaluation Policy - Content. Local school district policies will include, at a minimum, the following information: (4-1-97)()

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

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

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

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

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

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

g. Personnel actions -- the action, if any, available to the school district as a result of the evaluation

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

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

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

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

k. Professional development and training -- a plan for ongoing training for evaluators/administrators and teachers on the districts evaluation standards, tool and process. (3-29-10)

l. Funding -- a plan for funding ongoing training and professional development for administrators in evaluation. (3-29-10)

m. Collecting and using data -- a plan for collecting and using data gathered from the evaluation tool that will be used to inform professional development. (3-29-10)

n. A plan for how evaluations will be used to identify proficiency and define a process that identifies and assists teachers in need of improvement. (3-29-10)

o. A plan for including all stakeholders including, but not limited to, teachers, board members, and administrators in the development and ongoing review of their teacher evaluation plan. (3-29-10)

0405. Evaluation Policy - Frequency of Evaluation. The evaluation policy should include a provision for evaluating all certificated personnel on a fair and consistent basis. All contract personnel shall be evaluated at least once annually. ~~At a minimum, the policy must provide standards for evaluating the following personnel:~~ (4-1-97)(____)

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

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

0506. Evaluation Policy - Personnel Records. Permanent records of each certificated personnel evaluation will be maintained in the employee's personnel file. All evaluation records will be kept confidential within the parameters identified in federal and state regulations regarding the right to privacy (Section 33-518, Idaho Code). (4-1-97)(____)

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STATE DEPARTMENT OF EDUCATION
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SUBJECT

Proposed Change to IDAPA 08.02.02.140 – Rules Governing Uniformity, Accreditation

REFERENCE

August 9-10, 2007 M/S (Luna/Soltman): To approve the request by the State Department of Education to amend IDAPA 08.02.02.140 as submitted. *Motion carried unanimously.*

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-119, Idaho Code
Idaho Administrative Code, IDAPA 08.02.02 – Section 140, Accreditation

BACKGROUND/DISCUSSION

Idaho Code, Section 33-119, requires the State Board of Education to establish standards for the accreditation of any secondary school and set standards for all elementary schools as it may deem necessary. In August, 2007, the State Board of Education eliminated the Idaho State Accreditation process and adopted the Northwest Association of Accredited Schools (NAAS) standards for accreditation purposes due to the fact that a duplication of efforts existed between the two processes. This change allowed the State Department of Education to reallocate funding to other program areas within the department and provided an opportunity to divert some of those funds back into classrooms across Idaho.

Since that time, the Northwest Association of Accredited Schools has changed their name to the Northwest Accreditation Commission (NWAC) to better reflect their organizational structure as a commission rather than an association due to changes in membership and representation. The standards by which schools are accredited in Idaho have not changed as a result of this name change.

ATTACHMENTS

Attachment 1 – Proposed Rule Change

Page 3

BOARD ACTION

I move to approve the Proposed Rule change to IDAPA 08.02.02.140, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

140. ACCREDITATION.

All public secondary schools, serving any grade(s) 9-12, will be accredited. Accreditation is voluntary for elementary schools, grades K-8, and private and parochial schools. (Section 33- 119, Idaho Code) (4-2-08)

01. Continuous School Improvement Plan. Schools will develop continuous school improvement plans focused on the improvement of student performance. (4-2-08)

02. Standards. Schools will meet the accreditation standards of the Northwest Association of Accredited Schools Accreditation Commission. (4-2-08)()

03. Reporting. An annual accreditation report will be submitted to the State Board of Education. (4-2-08)

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SUBJECT

Temporary and Proposed Changes to IDAPA 08.02.03.105 and 08.02.03.106,
Rules Governing Thoroughness

REFERENCE

August 19, 2009 M/S (Luna/Soltman): To approve the proposed amendments to Idaho Administrative Code, IDAPA 08.02.03.105, Rules Governing Thoroughness, High School Graduation Requirements. *Motion carried unanimously.*

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-1626, Idaho Code
Idaho Administrative Code, IDAPA 08.02.03.105, High School Graduation Requirements
Idaho Administrative Code, IDAPA 08.02.03.106, Advanced Opportunities

BACKGROUND/DISCUSSION

This rule change deals with two aspects of high school graduation requirements: dual credit as it pertains to the senior project requirements and college entrance examinations.

The Students Come First laws created a dual credit program, where students completing all state high school graduation requirements by no later than the start of their twelfth grade year are eligible to take dual credit courses paid for by the state during their twelfth grade year. The rule change notes that students participating in the dual credit program do not have to complete their senior project prior to being eligible for the program, but must complete the requirement by the end of their twelfth grade or final year of high school. This is consistent 33-1626, Idaho Code.

IDAPA 08.02.03.105 currently states that all students who entered the 9th grade in the fall of 2009 must take the COMPASS, ACT or SAT by the end of their 11th grade year in order to graduate. There are two rule changes having to do with the college entrance examination requirement.

The first change is to add the test ACCUPLACER, run by The College Board who administers the SAT. ACCUPLACER is an equivalent placement exam to COMPASS, run by ACT, and should have been added in the original rule, so that one vendor would not be promoted over another. ACCUPLACER will adequately meet requirements in the same manner as the COMPASS exam.

The second change is to allow a testing exemption for two specific student groups: special education students on an Individualized Education Program (IEP) that specifies accommodations that, if used, would not allow a reportable score

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on the approved tests; and for Limited English Proficient (LEP) students who have been enrolled in a LEP program for three (3) years or less. Both ACT and SAT allow only limited accommodations for special education or LEP students to take the college entrance exam. If a state opts to use state approved accommodations, the tests would be invalidated and the scores would not be college-reportable. The intent of the original rule was to increase the college going student population, thus a non-reportable score would be contrary to the intent. This exemption mirrors the exiting exam requirement in IDAPA 08.02.03.06, that allows these specific groups of students to enter into an alternate graduation mechanism.

If either of these student groups would request to take the college entrance exam, they would be able to do so within the state contract with the limited ACT or SAT accommodations, or no accommodations.

This rule is being run as temporary and proposed, because the state will be signing a contract with a college entrance exam vendor as part of the Students Come First laws this summer.

IMPACT

The state could potentially save a small amount of money in the statewide contract with either SAT or ACT if a significant portion of the special education or LEP (3 years or less) populations decide to not take the test.

ATTACHMENTS

Attachment 1 – Temporary and Proposed Changes to IDAPA 08.02.03.105 and 08.02.03.106 Page 3

BOARD ACTION

I move to approve the Temporary/Proposed Rule changes to IDAPA 08.02.03.105 Rules Governing Thoroughness – High School Graduation Requirements, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

I move to approve the Temporary/Proposed Rule changes to IDAPA 08.02.03.106 Rules Governing Thoroughness – Advanced Opportunities, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

105. HIGH SCHOOL GRADUATION REQUIREMENTS.

A student must meet all of the requirements identified in this section before the student will be eligible to graduate from an Idaho high school. The local school district or LEA may establish graduation requirements beyond the state minimum. (5-8-09)

01. Credit Requirements. The State minimum graduation requirement for all Idaho public high schools is forty-two (42) credits. The forty-two (42) credits must include twenty-five (25) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.h. All credit-bearing classes must be aligned with state high school standards in the content areas for which standards exist. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, the minimum graduation requirement will be forty-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.~~bc~~ through 105.01.~~gh~~. ~~(3-29-10)(8-11-11)T~~

a. Credits. (Effective for all students who enter the ninth grade in the fall of 2010 or later.) One (1) credit shall equal sixty (60) hours of total instruction. School districts or LEA's may request a waiver from this provision by submitting a letter to the State Department of Education for approval, signed by the superintendent and chair of the board of trustees of the district or LEA. The waiver request shall provide information and documentation that substantiates the school district or LEA's reason for not requiring sixty (60) hours of total instruction per credit. (3-29-10)

b. Mastery. Students may also achieve credits by demonstrating mastery of a subject's content standards as defined and approved by the local school district or LEA. (3-29-10)

c. Secondary Language Arts and Communication. Nine (9) credits are required. Eight (8) credits of instruction in Language Arts. Each year of Language Arts shall consist of language study, composition, and literature and be aligned to the Idaho Content Standards for the appropriate grade level. One (1) credit of instruction in communications consisting of oral communication and technological applications that includes a course in speech, a course in debate, or a sequence of instructional activities that meet the Idaho Speech Content Standards requirements. (3-29-10)

d. Mathematics. Four (4) credits are required. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. For all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) semester credits are required. For such students, secondary mathematics includes instruction in the following areas: (3-29-10)

i. Two (2) credits of Algebra I or courses that meet the Idaho Algebra I Content Standards as approved by the State Department of Education; (3-29-10)

ii. Two (2) credits of Geometry or courses that meet the Idaho Geometry Content Standards as approved by the State Department of Education; and (3-29-10)

iii. Two (2) credits of mathematics of the student's choice. (3-29-10)

iv. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school. (3-29-10)

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e. Science. Four (4) credits are required, two (2) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (3-29-10)

i. Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later, six (6) credits will be required. (3-29-10)

ii. Secondary sciences include instruction in the following areas: biology, physical science or chemistry, and earth, space, environment, or approved applied science. Four (4) credits of these courses must be laboratory based. (3-29-10)

f. Social Studies. Five (5) credits are required, including government (two (2) credits), United States history (two (2) credits), and economics (one (1) credit). Courses such as geography, sociology, psychology, and world history may be offered as electives, but are not to be counted as a social studies requirement. (3-29-10)

g. Humanities. Two (2) credits are required. Humanities courses include instruction in visual arts, music, theatre, dance, or world language aligned to the Idaho content standards for those subjects. Other courses such as literature, history, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course is aligned to the Idaho Interdisciplinary Humanities Content Standards. (3-29-10)

h. Health/Wellness. One (1) credit is required. Course must be aligned to the Idaho Health Content Standards. (3-29-10)

02. Content Standards. Each student shall meet locally established subject area standards (using state content standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-29-10)

03. College Entrance Examination. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) A student must take one (1) of the following college entrance examinations before the end of the student's eleventh grade year: COMPASS, ACCUPLACER, ACT or SAT. Scores must be included in the Learning Plan. (5-8-09)

a. Students may elect an exemption from the college entrance exam requirement if they are:(8-11-11)T

i. Enrolled in a special education program and have an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; or (8-11-11)T

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less. (8-11-11)T

04. Senior Project. (Effective for all public school students who enter high school at the 9th grade level in Fall 2009 or later.) A student must complete a senior project by the end of grade twelve (12). The project must include a written report and an oral presentation. Additional requirements for a senior project are at the discretion of the local school district or LEA.

~~(3-29-10)~~(8-11-11)T

05. Middle School. If a student completes any required high school course with a grade of C or higher before entering grade nine (9), and if that course meets the same standards that are required in high school, then the student has met the high school content area requirement for such course. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.~~bc~~, through 105.01.~~gh~~. in addition to the courses completed in middle school. ~~(3-29-10)~~(8-11-11)T

06. Proficiency. Each student must achieve a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the school district or LEA, and will be given an opportunity to demonstrate proficiency of the content standards through some other locally established plan.

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School districts or LEAs shall adopt an alternate plan and provide notice of that plan to all students who have not achieved a proficient or advanced score on the Grade 10 Idaho Standards Achievement Test by the fall semester of the student's junior year. All locally established alternate plans used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. Alternate plans must be promptly re-submitted to the Board whenever changes are made in such plans. (4-7-11)

- a.** Before entering an alternate measure, the student must be: (4-2-08)
 - i. Enrolled in a special education program and have an Individual Education Plan (IEP); or (3-20-04)
 - ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less; or (3-20-04)
 - iii. Enrolled in the fall semester of the senior year. (3-20-04)
 - b.** The alternate plan must: (4-7-11)
 - i. Contain multiple measures of student achievement; (4-7-11)
 - ii. Be aligned at a minimum to tenth grade state content standards; (4-7-11)
 - iii. Be aligned to the state content standards for the subject matter in question; (4-7-11)
 - iv. Be valid and reliable; and (4-7-11)
 - v. Ninety percent (90%) of the alternate plan criteria must be based on academic proficiency and performance. (4-7-11)
 - c.** A student is not required to achieve a proficient or advanced score on the ISAT if: (5-8-09)
 - i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state's exit exam must approved by the State Board of Education and must measure skills at the tenth grade level and be in comparable subject areas to the ISAT; (5-8-09)
 - ii. The student completes another measure established by a school district or LEA and received by the Board as outlined in Subsection 105.06; or (3-29-10)
 - iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (5-8-09)
 - iv. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (5-8-09)

07. Special Education Students. A student who is eligible for special education services under the Individuals With Disabilities Education Improvement Act must, with the assistance of the student's Individualized Education Program (IEP) team, refer to the current Idaho Special Education Manual for guidance in addressing graduation requirements. (4-11-06)

08. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the school district or LEA. (4-11-06)

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106. ADVANCED OPPORTUNITIES (EFFECTIVE JULY 1, 2008).

All high schools in Idaho shall be required to provide Advanced Opportunities, as defined in Subsection 007.01, or provide opportunities for students to take courses at the postsecondary campus. (3-30-07)

01. Dual Credit. Students participating in the Dual Credit for Early Completers program (33-1626, Idaho Code) need not have completed their senior project prior to being eligible. However, students must still complete a senior project by the end of grade twelve (12) or their final year of high school. (8-11-11)T

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SUBJECT

Proposed changes to IDAPA 08.02.03.111, Assessment in the Public Schools.

REFERENCE

June 17, 2010

M/S (Atchley/Edmunds): To approve the request by the Idaho State Department of Education to waive IDAPA 08.02.03.111.07.b for the 2010-2011 school year which requires the State Department of Education to administer the Direct Math and Direct Writing Assessment. *Motion carried unanimously.*

APPLICABLE STATUTE, RULE, OR POLICY

Section 33-105, Idaho Code, Rules—Executive department;
Idaho Administrative Code, IDAPA 08.02.03 Rules Governing Thoroughness;
Section 111, Assessment in the Public Schools; Subsections 03, 06, and 07

BACKGROUND/DISCUSSION

IDAPA 08.02.01.001, allows the State Board of Education to grant a waiver of any rule not required by state or federal law to any school district upon written request. In June, 2010, the State Department of Education (SDE) received a waiver to discontinue the Direct Math (DMA) and Direct Writing Assessments (DWA) under IDAPA 08.02.03.111 for the 2010-2011 school year. SDE sought the waiver because the state is moving to the next generation of assessments through using the state's Common Core Standards and associated assessments. In addition, DMA and DWA results were not received in a timely manner and used to guide instruction test results. There were also concerns about reliability in scoring the tests as they are hand scored. Previous resources used to fund DWA and DMA are now being used to develop end of course assessments.

The Department is requesting to change the IDAPA rules cited by removing reference to Direct Writing Assessment (DMA) and Direct Math Assessment (DMA). The DWA and DMA have served their purpose, and SDE is focusing efforts on end of course assessments, the next generation of assessments, and the administration of a college entrance exam for all juniors.

ATTACHMENTS

Attachment 1 – IDAPA 08.02.03.111; Subsections 03, 06, 07

Page 3

BOARD ACTION

I move to approve the Proposed Rule changes to IDAPA 08.02.03.111, Subsections 03, 06, 07, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 03**

08.02.03 - RULES GOVERNING THOROUGHNESS

111. ASSESSMENT IN THE PUBLIC SCHOOLS.

03. Content. The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator (IRI), ~~the Direct Writing Assessment (DWA), the Direct Mathematics Assessment (DMA),~~ the National Assessment of Educational Progress (NAEP), the Idaho English Language Assessment, the Idaho Standards Achievement Tests (ISAT), ~~and the Idaho Alternate Assessment, and a college entrance exam.~~

~~(4-2-08)~~()

06. Comprehensive Assessment Program. The State approved comprehensive assessment program is outlined in Subsections 111.06.a. through 111.06.l. Each assessment will be comprehensive of and aligned to the Idaho State Content Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in those standards not assessed by the state assessment program. (4-2-08)

a. Kindergarten - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

b. Grade 1 - Idaho Reading Indicator, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

c. Grade 2 - Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

d. Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

e. Grade 4 - ~~Direct Math Assessment,~~ National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(4-2-08)~~()

f. Grade 5 - ~~Direct Writing Assessment,~~ Grade 5 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(4-2-08)~~()

g. Grade 6 - ~~Direct Math Assessment,~~ Grade 6 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(4-2-08)~~()

h. Grade 7 - ~~Direct Writing Assessment,~~ Grade 7 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(4-2-08)~~()

i. Grade 8 - ~~Direct Math Assessment,~~ National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(4-2-08)~~()

j. Grade 9 - ~~Direct Writing Assessment,~~ Grade 9 Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. ~~(4-2-08)~~()

k. Grade 10 - High School Idaho Standards Achievement Tests, Idaho Alternate Assessment, Idaho English Language Assessment. (4-2-08)

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- l.** Grade 11 - Idaho English Language Assessment, college entrance exam. (4-2-08)(____)
- m.** Grade 12 - National Assessment of Educational Progress, Idaho English Language Assessment. (4-2-08)
- n.** Students who achieve a proficient or advanced score on a portion or portions of the ISAT, or the Idaho Alternate Assessment, offered in their tenth grade year or later are not required to continue taking that portion or portions. (5-8-09)
- 07. Comprehensive Assessment Program Schedule.** (5-3-03)
- a.** The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho Code. (3-15-02)
- ~~**b.** The Direct Math Assessment and the Direct Writing Assessment will be administered in December in a time period specified by the State Department of Education. (3-15-02)~~
- e-b.** The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)(____)
- ~~**d-c.** The Idaho Standards Achievement Tests will be administered twice annually in the Fall and Spring in a time period specified by the State Board of Education. (5-3-03)(____)~~
- e-d.** The Idaho Alternate Assessment will be administered in a time period specified by the State Board of Education. (4-2-08)(____)
- f-e.** The Idaho English Language Assessment will be administered in a time period specified by the State Board of Education. (4-2-08)(____)

STATE DEPARTMENT OF EDUCATION
AUGUST 11, 2011

SUBJECT

Approval for “New School” status for Schools in Restructuring

REFERENCE

January 14, 2008	M/S (Luna/Stone): To approve the restructuring rubric for Idaho Local Education Agencies and Schools. <i>Motion carried unanimously.</i>
February 18, 2010	M/S (Luna/Edmunds): To approve the request by the State Department of Education to approve Scott Crane, Gary Johnstone, Bill Parrett, Greg Alexander, Marybeth Flachbart and Anne Ritter as members of the Restructuring Subcommittee, all for a term of three years. <i>Motion carried unanimously.</i>

APPLICABLE STATUTE, RULE, OR POLICY

34 CFR §200.34, Section 1116(b)(8) No Child Left Behind
Page 13, Appendix A, *State of Idaho Consolidated State Application Accountability Workbook*

BACKGROUND/DISCUSSION

According to No Child Left Behind (NCLB), schools that have not demonstrated Adequately Yearly Progress (AYP) for 5 consecutive years enter into a status called Restructuring. This is preceded by a 3-year period of planning and implementing School Improvement Plans and Corrective Action Plans. According to the law, “Restructuring” means that a school must implement one of five options for alternative governance in order to significantly and substantially change the operations of and academic results in the school. Restructuring is implemented in a two phase process: a year of planning for alternative governance and, if the school fails to make AYP again, a second year of implementing the alternative governance. The options for alternative governance are:

- a. Replace all or most of the school staff
- b. Enter into a contract with an entity...to aid in the operation of the school
- c. Turn the operation of the school over to the state education agency, if the state agrees
- d. Re-open as a public charter school
- e. Implement any **other** major restructuring of the school’s governance that is consistent with the principles set forth in SDE’s restructuring rubric.

A Restructuring Plan and the implementation of alternative governance do not guarantee that a school will exit from the school improvement status or timeline. Schools stay in needs improvement status until they (a) meet AYP for two consecutive years OR (b) it is determined that they have substantially become a “New School” for the purpose of accountability.

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According to the *State of Idaho Consolidated State Application Accountability Workbook*, Appendix A, the Idaho Board of Education has authority under NCLB to grant New School Status to schools that have restructured. A New School is one that, in the process of restructuring, has become substantially different. In other words, the way it does business now is highly distinguishable from the way it looked when first entering into needs improvement status. The State Board of Education Subcommittee on Restructuring evaluates such schools holistically to make such a determination and recommends the New School status for approval to the Board of Education.

To evaluate the changes a school has made, the Subcommittee on Restructuring evaluates the evidence that the school has submitted via a comprehensive portfolio that represents what the school has accomplished. Any school recommended and approved as a New School is thereby exited from restructuring and needs improvement status

IMPACT

There is no fiscal impact. If approved, the schools will no longer be identified for school improvement.

ATTACHMENTS

Attachment 1 – Timeline and Process for “New School” status for schools in Restructuring	Page 3
Attachment 2 – List of Appointed Subcommittee Members	Page 5
Attachment 3 – Summary of Schools and Recommendation	Page 7
Attachment 4 – Example Letters Regarding Recommendation	Page 9
Attachment 5 – Example of Completed Rubrics	Page 11

BOARD ACTION

I move to accept the recommendations by the Subcommittee on Restructuring and grant “New School” status to the submitted schools in Restructuring, as submitted.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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Timeline and Process for “New School” status for Schools in Restructuring

January 2008	State Board of Education approved a scoring rubric to use with schools in Restructuring
June 2009	State Board of Education approved the design for a Subcommittee on Restructuring
December 2009	State Board of Education took nominations for members of the Subcommittee on Restructuring
February 2010	State Board of Education confirmed appointments to the Subcommittee on Restructuring
May 2010	Subcommittee on Restructuring reviewed first round of New School Status petitions and made recommendations regarding which should be approved
August 2010	State Board of Education approved the first round of New School Status petitions that were favorably recommended by the Subcommittee on Restructuring
January 2011	State Department of Education notified schools in Restructuring that they could petition the State for New School status by preparing a portfolio and presenting to the Subcommittee on Restructuring.
January 2011	State Department of Education provided training to schools in Restructuring related to how to apply for New School Status
March-April 2011	The Subcommittee on Restructuring met with State Department of Education staff to coordinate expectations and design for a May review of New School Status petitions
May 2011	The Subcommittee on Restructuring conducted a review of New School Status petitions (i.e., portfolios) and made determinations about the recommendations to be made at the August Board of Education Meeting
June 2011	State Department of Education notified those who petitioned for New School Status of the recommendations that will be made by the Subcommittee on Restructuring

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List of Appointed Subcommittee Members

- ☐ Emma Atchley, Chair, State Board Member
- ☐ Anne Ritter, Meridian School Board
- ☐ Dr. William Parrett, Center for School Improvement, Boise State University
- ☐ Dr. Scott Crane, Superintendent, Blackfoot School District
- ☐ Gary Johnston, State and Federal Programs Director, Vallivue School District
- ☐ Greg Alexander, Principal, Sacajawea Elementary
- ☐ Marybeth Flachbart, Deputy Superintendent, Student Achievement & School Improvement, State Department of Education

State Department of Education Staff Members

- ☐ Steve Underwood, Director, Statewide System of Support, State Department of Education

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Schools which the Subcommittee on Restructuring recommends that the State Board of Education **approve** for New School Status:

School District	School	Subcommittee Determination
Bonneville School District - #93	Rocky Mountain Middle School	Recommended
Buhl School District - #412	Popplewell Elementary	Recommended
Cassia County School District - #151	Burley Senior High School	Recommended
Cassia County School District - #151	Cassia Alternative High School	Recommended
Cassia County School District - #151	Declo Elementary	Recommended
Cassia County School District - #151	White Pine Intermediate	Recommended
Gooding School District - #231	Gooding Elementary	Recommended
Jerome School District - #261	Jerome Middle School	Recommended
Middleton School District - #134	Middleton Middle School	Recommended
Minidoka School District - #331	Paul Elementary	Recommended
Pocatello School District - #25	Wilcox Elementary	Recommended
Twin Falls School District - #411	Robert Stuart Middle School	Recommended

Schools that submitted a petition for New School Status, but which the Subcommittee on Restructuring recommends that the State Board of Education **not approve** for New School Status:

School District	School	Subcommittee Determination
Buhl School District - #412	Buhl Middle School	Not Recommended
Cassia County School District - #151	Declo Junior High	Not Recommended
Pocatello School District - #25	Hawthorne Middle School	Not recommended
Preston School District - #201	Oakwood Elementary	Not Recommended
Twin Falls School District - #411	Vera C. O'Leary Junior High School	Not Recommended

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AUGUST 11, 2011



STATE DEPARTMENT OF EDUCATION

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

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

May 26, 2011

Molly Burger
Middleton Middle School
Middleton School District
5 South 3rd Ave West, ID 83644
mburger@msd134.org

Dear Ms. Burger:

Congratulations! The State Board of Education subcommittee on school restructuring has completed their review of your portfolio petition for New School status. The subcommittee has determined that Middleton Middle School has substantially restructured and put in place alternative governance in accordance with NCLB Section 1116(b)(8)(B)(v), any other major restructuring of the school's governance arrangement that makes fundamental reforms to improve student academic achievement. It was quite evident to the subcommittee that your restructuring efforts have already begun to result in significant improvement for student achievement. The subcommittee will therefore recommend to the State Board of Education that your school be considered a New School for the purpose of Adequate Yearly Progress and accountability. This recommendation will occur at the State Board meeting in August. Final approval is contingent upon the State Board's decision. If approved, New School status will thereby allow your school to exit from the School Improvement timeline and start anew based on the outcomes of your students' 2011-12 data. Again, congratulations! I thank you for the hard work you are doing on behalf of Idaho's children.

Sincerely,

A handwritten signature in cursive script that reads "Steven M. Underwood".

Steve Underwood
Director, Statewide System of Support
Division of Student Achievement & School Improvement

Cc:	Richard Bauscher	rbauscher@msd134.org
	Aaron Mitchell	amitchell@msd134.org
	Aaron Mitchell	amitchell@msd134.org

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STATE DEPARTMENT OF EDUCATION

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

TOM LUNA
STATE SUPERINTENDENT
PUBLIC INSTRUCTION

May 26, 2011

Chris Stevens
Hawthorne Middle School
Pocatello School District
3115 Poleline Road, ID 83201
stevenh@sd25.k12.id.us

Dear Ms. Stevens:

The State Board of Education subcommittee on school restructuring has completed their review of your portfolio petition for New School status. I regret to inform you that the subcommittee has determined that there is insufficient evidence to grant New School Status to Hawthorne Middle School under the alternative governance clause in NCLB Section 1116(b)(8)(B)(v), any other major restructuring of the school's governance arrangement that makes fundamental reforms to improve student academic achievement. Therefore, the subcommittee is **not able to recommend** your application for New School status to the State Board of Education at this time. A summary and comments may be found in rubric included with this letter.

Please know that you are invited to resubmit during next year's petition window. In the meantime, if there is any way in which the State can assist you in your efforts, please let me know. I thank you for your submission and the hard work you are doing on behalf of Idaho's children.

Sincerely,

A handwritten signature in cursive script that reads "Steve M. Underwood".

Steve Underwood
Director, Statewide System of Support
Division of Student Achievement & School Improvement

Cc: Mary Vagner vagnerma@d25.k12.id.us
Jan Harwood harwooja@d25.k12.id.us
Kathy Luras luraska@d25.k12.id.us

STATE DEPARTMENT OF EDUCATION

AUGUST 11, 2011

School Name: Middleton Middle SchoolDistrict: Middleton SD**Rubric for Evaluating Restructuring Plans**

Evaluate each of the ten parts separately. Indicate whether the proposal¹ *Does Not Meet Standard*, *Meets Standard*, or is an *Exemplary Plan*. Give each question a total number of points that reflects the evaluation. In the comments section list any additional information that would help the school/district strengthen the proposal.

RUBRIC SECTION	DOES NOT MEET STANDARD			MEETS STANDARD		EXEMPLARY PLAN
Part 1: Purpose The statement of purpose is specified in No Child Left Behind (NCLB) guidance. All plans will have the same purpose. The exact language in the statute is: The plan has a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students—including children from low-income families, children with limited English proficiency, and children with disabilities—to meet challenging State and local content and performance standards. The design directly addresses needs that have been identified through a school needs assessment. Directions to the Reviewers: <u>Score this section last.</u> Once you have reviewed the entire plan use this section to evaluate the alignment and cohesiveness of parts 2-10.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Part 2: Needs Assessment Does the plan include a summary of their needs assessment? Does it include data on student achievement and demonstrate evidence of data collection for each of the other eight areas? Is there evidence that they have collected data on such things?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>

¹ For schools seeking *New School* status, scoring must be in reference to documented evidence, not proposed planning. Scores will refer to the intent of the rubric sections in terms of past actions, not future planned actions. For example, places in the rubric stating “does the plan include ____” will be understood to mean, “did the plan include ____” and is there evidence of implementation?

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School Name: Middleton Middle SchoolDistrict: Middleton SD

RUBRIC SECTION	DOES NOT MEET STANDARD			MEETS STANDARD		EXEMPLARY PLAN
Part 3: Evaluation Strategies: Monitoring Implementation of This Plan This section of the plan should include current student achievement data and a well-articulated plan for monitoring the implementation of the school/district restructuring plan. It should include a description of the goals, activities, a timeline and measurable outcomes. It should include a plan for measuring the outcomes that will indicate that the school/district is progressing toward improving student achievement.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Part 4: Instruction: Instructional Methods, Strategies and Extended Instructional Time, Curriculum Materials This component of your plan describes the system in place and the proposed changes the school/district will make in the core curriculum of math and reading (Tier 1). Particular attention should have been given to how the assessment plan creates a safety net that triggers (Tier 2) interventions for students who are identified as needing additional practice, time, and/or instruction. A third tier (Tier 3) will allow for those students that require intensive intervention to bring them to grade level and maintain their achievement. These interventions should be described in terms of time, materials, instructional strategies and personnel resources.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Part 5: Assessment Plan The assessment piece of the School/District Restructuring Plan should include regular progress monitoring of students in either Tier 2 (strategic) or Tier 3 (intensive) instruction. When reviewing the plan consider whether or not the proposed system of data collection will identify needs for adjustment in instruction in a timely manner. It should also include an ongoing method of data analysis among all staff, building and district level leadership.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Part 6: Classroom Management The plan should include a methodology for collecting current classroom management practices. It may also contain information regarding professional development in the area of management techniques provided at either the district or school level. A description of district/school administrator's knowledge of positive behavior supports would strengthen the proposal.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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School Name: Middleton Middle SchoolDistrict: Middleton SD

RUBRIC SECTION	DOES NOT MEET STANDARD			MEETS STANDARD		EXEMPLARY PLAN
Part 7: Professional Development & Mentor Program Professional development and mentoring are not optional. They should be a cornerstone of the plan for restructuring the school and should exist at all levels within the district and school. If the proposal includes adopting new curricular material, the plan must address the duration of professional development and include opportunities for follow up training and on-site coaching by either district staff or consultants.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Part 8: Parental and Community Involvement School/district plans should include specific objectives and activities designed to increase parent and community involvement. The plan should include both school/district wide objectives as well as objectives targeted towards particular community members.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input checked="" type="checkbox"/>
Part 9: School Management School/district restructuring plans must include a method for continuous improvement and shared leadership. When reviewing the plan consider whether or not the proposed are sustainable.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input type="checkbox"/>
Part 10: Coordination of Resources (Budget) When reviewing this section of the plan, pay particular attention to braiding of funding. In other words if math has been identified as a goal, is the school/district using all sources of funding to improve math instruction? Verify that purchases of new curricula materials and/or professional development opportunities have been included in the budget and the narrative.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Please provide clarifying comments with your scoring when appropriate. Use additional pages as necessary. (Please reference the section of the rubric to which the comment pertains.)

School Name: Middleton Middle SchoolDistrict: Middleton SD**Reviewer Recommendation and Summary***(for New School petition use only)*

- ☒ **YES** Yes, without reservations I recommend this school be granted New School Status.
- ☐ **NO** No, this school has not demonstrated sufficient improvement to be granted New School Status.
- ☐ **Provisional** The reviewer has reservations about the evidence this school has provided. There may be a case for New School Status, but they have not proven their case.

Note to the Reviewer: Please provide at least three reasons below to substantiate your decision of Yes, No, or Provisional. You may provide additional comments below, but the primary three comments will be used to provide the school with feedback on the decision.

	Please type your comments in this column.
1)	The school has demonstrated an extremely well integrated comprehensive plan in which it is clear that the school intentionally designs its services to meet the needs of all learners. The school leadership team is commended for thinking so thoroughly about reform and taking a “whatever it takes” attitude in meeting their goals.
2)	Part of the portfolio included the school’s curriculum mapping processes. These were very well articulated and obviously tied to the work of RTI and SWPBIS. Again, the school is commended for integrating its efforts in a thoughtful manner.
3)	The review committee was pleasantly surprised to learn about the strong efforts Middleton Middle School has utilized to engage the community. The example of the Community Walk aptly demonstrated the school’s commitment to learning from and about the community in order to gain collective input on academic improvement.
Other thoughts (optional)	As an additional point of feedback, the committee appreciated the concise, well organized portfolio. The school was able to tell their story succinctly and in a way that drew the reviewers’ attention to key points. Thank you for taking the time to put together such an easy to follow portfolio.

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School Name: Hawthorne MiddleDistrict: Pocatello School District**Rubric for Evaluating Restructuring Plans**

Evaluate each of the ten parts separately. Indicate whether the proposal¹ *Does Not Meet Standard*, *Meets Standard*, or is an *Exemplary Plan*. Give each question a total number of points that reflects the evaluation. In the comments section list any additional information that would help the school/district strengthen the proposal.

RUBRIC SECTION	DOES NOT MEET STANDARD			MEETS STANDARD		EXEMPLARY PLAN
<p>Part 1: Purpose</p> <p>The statement of purpose is specified in No Child Left Behind (NCLB) guidance. All plans will have the same purpose. The exact language in the statute is: The plan has a comprehensive design for effective school functioning, including instruction, assessment, classroom management, professional development, parental involvement, and school management, that aligns the school's curriculum, technology, and professional development into a schoolwide reform plan designed to enable all students—including children from low-income families, children with limited English proficiency, and children with disabilities—to meet challenging State and local content and performance standards. The design directly addresses needs that have been identified through a school needs assessment.</p> <p>Directions to the Reviewers: <u>Score this section last</u>. Once you have reviewed the entire plan use this section to evaluate the alignment and cohesiveness of parts 2-10.</p>	<p>0</p> <input type="checkbox"/>	<p>1</p> <input type="checkbox"/>	<p>2</p> <input checked="" type="checkbox"/>	<p>3</p> <input type="checkbox"/>	<p>4</p> <input type="checkbox"/>	<p>5</p> <input type="checkbox"/>

¹ For schools seeking *New School* status, scoring must be in reference to documented evidence, not proposed planning. Scores will refer to the intent of the rubric sections in terms of past actions, not future planned actions. For example, places in the rubric stating “does the plan include ____” will be understood to mean, “did the plan include ____” and is there evidence of implementation?

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School Name: Hawthorne MiddleDistrict: Pocatello School District

RUBRIC SECTION	DOES NOT MEET STANDARD			MEETS STANDARD		EXEMPLARY PLAN
Part 2: Needs Assessment Does the plan include a summary of their needs assessment? Does it include data on student achievement and demonstrate evidence of data collection for each of the other eight areas? Is there evidence that they have collected data on such things?	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
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School Name: Hawthorne MiddleDistrict: Pocatello School District

RUBRIC SECTION	DOES NOT MEET STANDARD			MEETS STANDARD		EXEMPLARY PLAN
Part 5: Assessment Plan The assessment piece of the School/District Restructuring Plan should include regular progress monitoring of students in either Tier 2 (strategic) or Tier 3 (intensive) instruction. When reviewing the plan consider whether or not the proposed system of data collection will identify needs for adjustment in instruction in a timely manner. It should also include an ongoing method of data analysis among all staff, building and district level leadership.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Part 6: Classroom Management The plan should include a methodology for collecting current classroom management practices. It may also contain information regarding professional development in the area of management techniques provided at either the district or school level. A description of district/school administrator's knowledge of positive behavior supports would strengthen the proposal.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Part 7: Professional Development & Mentor Program Professional development and mentoring are not optional. They should be a cornerstone of the plan for restructuring the school and should exist at all levels within the district and school. If the proposal includes adopting new curricular material, the plan must address the duration of professional development and include opportunities for follow up training and on-site coaching by either district staff or consultants.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Part 8: Parental and Community Involvement School/district plans should include specific objectives and activities designed to increase parent and community involvement. The plan should include both school/district wide objectives as well as objectives targeted towards particular community members.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

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School Name: Hawthorne MiddleDistrict: Pocatello School District

RUBRIC SECTION	DOES NOT MEET STANDARD			MEETS STANDARD		EXEMPLARY PLAN
Part 9: School Management School/district restructuring plans must include a method for continuous improvement and shared leadership. When reviewing the plan consider whether or not the proposed are sustainable.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
Part 10: Coordination of Resources (Budget) When reviewing this section of the plan, pay particular attention to braiding of funding. In other words if math has been identified as a goal, is the school/district using all sources of funding to improve math instruction? Verify that purchases of new curricula materials and/or professional development opportunities have been included in the budget and the narrative.	0 <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Please provide clarifying comments with your scoring when appropriate. Use additional pages as necessary. (Please reference the section of the rubric to which the comment pertains.)

School Name: Hawthorne MiddleDistrict: Pocatello School District**Reviewer Recommendation and Summary***(for New School petition use only)*

- ☐ YES Yes, without reservations I recommend this school be granted New School Status.
- ☒ NO No, this school has not demonstrated sufficient improvement to be granted New School Status.
- ☐ Provisional The reviewer has reservations about the evidence this school has provided. There may be a case for New School Status, but they have not proven their case.

Note to the Reviewer: Please provide at least three reasons below to substantiate your decision of Yes, No, or Provisional. You may provide additional comments below, but the primary three comments will be used to provide the school with feedback on the decision.

	Please type your comments in this column.
1)	The student achievement in reading data shows dramatic growth in a relatively short period of time in three cells: Economically Disadvantaged, Students with Disabilities, and American Indian. The student achievement in math data shows similar gains in all areas. The school is commended for such quick growth in a short time period. Despite the dramatic achievement gains, the portfolio narratives did not highlight the dramatic gains that occurred. In the future, the narratives will need to be revised to include this more explicitly. Given the gains of the last two years, greater attention should be placed on the current improvement efforts/results.
2)	While the school has demonstrated dramatic change in a short period of time, what the school improvement literature references as "school turnaround", the committee determined that the change is too leader-dependent. In both the portfolio and the presentation, the committee had concerns about the sustainability of the changes that have occurred. Part of the evidence for which the committee is looking is that of distributed leadership and a schoolwide culture of improvement. The evidence clearly showed strong administrative leadership and expectations that resulted in improved outcomes. However, it was not evident that the staff at large is on board in such a way as to continue the work should the leader be removed from the equation for some reason. Without this embedded culture of effectiveness, the committee cannot approve New School Status at this time. If the school's larger culture changes in the coming year or two, and if the academic outcomes sustain, the school would be encouraged to resubmit.
3)	Areas such as Purpose, Needs Assessment, Evaluation Strategies, and School Management have been marked just shy of meeting requirements because of the lack of distributed leadership and lack of a collective responsiveness to accountability. Because of what was noted above about school culture, these areas have not been sufficiently addressed. The school's leader has indeed assessed needs, determined monitoring strategies, and certainly manages the school with an emphasis on

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School Name: Hawthorne MiddleDistrict: Pocatello School District

	improvement. The principal has also brought together a leadership team to assist her with decision making. However, the school will need to demonstrate that there is more of a balance of top-down leadership with bottom-up leadership.
Other thoughts (optional)	The committee recognizes the significant amount of work that has been accomplished at Hawthorne Middle School. The school is commended for this work and the improved student outcomes. The New School approval process, however, is dependent on both the data behind the story of improvement and the conditions that are now present in the school. The school certainly has strong data, and is beginning to demonstrate what is necessary in terms of conditions. As such, the committee recommends that the school capitalize on its existing successes to now focus more intentionally on building the capacity of its larger staff in terms of distributed leadership and an internally driven collective response to accountability. If the school is able to accomplish this shift in culture, it is encouraged to resubmit a petition at that time for New School Status.

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SUBJECT

Approval of Idaho School Districts Trustee Boundary Rezoning as Required by Idaho Statute and the 2010 Census Data

REFERENCE

April 20-21, 2011 M/S (Soltman/Goesling): To approve the requirements for school district trustee zone equalization proposals as submitted. *Motion carried unanimously.*

APPLICABLE STATUTES, RULE OR POLICY

Idaho Code Section 33.313

BACKGROUND / DISCUSSION

Section 33-313, Idaho code mandates school districts submit to the State Board of Education for approval a proposal to redefine and change trustee zones which will equalize the population in each zone in the district within one hundred twenty (120) days following the decennial census. The Department has worked in Collaboration with the Idaho School Boards Association (ISBA) to inform school districts of the requirements and provide technical assistance. The ISBA has contracted with Quadrant Consulting to review all of the school district proposals. At the April 20-21, 2011 Board meeting, the Board adopted requirements for compliance relative to the equalization of zone population. Those requirements are:

- Defining “equalized” to mean no more than a 10% variance in population between trustee zones within the district.
- Adjusted trustee zone boundaries shall follow census block boundaries or the exterior boundary of the school district, whichever is applicable, except in circumstances in which the census block lines and the school district boundary lines do not match.
- Splitting of census blocks will not be accepted, unless the school district can demonstrate to the Board that any proposed deviation will accurately account for all individuals within that census block.
- Trustee zone boundaries shall follow common identifiable lines, i.e., section lines, subdivision boundaries, road centerlines, waterways, railroad lines, etc.
- Proposal shall include a copy of the legal description of each trustee zone, a map of the district showing each zone, the approximate population of each zone.
- School districts shall use the approved legal descriptions for their school districts currently on file with the Idaho Tax Commission.
- Proposals shall be submitted to the Department of Education no later than July 8, 2011

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The submitted school district proposals have been reviewed on the following criteria:

- Each submittal provided a legal description of each trustee zone boundary and the legal description met a professional standard for presenting this type of information.
- A graphic image in electronic format was to be provided that indicates the trustee zone boundaries and corresponding census blocks contained within each zone with the population attributed to each block. Boundary lines were required to not be oddly shaped.
- A summary of population for each trustee zone demonstrating that no one zone varied by more than 10% in population from any other zone.
- Census blocks were not to be split without acceptable explanation so that an accurate determination could be made regarding the location of population relative to the proposed trustee zone lines.
- Submittals were asked to verify that they utilized the Idaho 2010 census data.
- Submittals were asked to verify that they utilized the district boundary consistent with those available at the Idaho State Tax Commission.
- If possible, submissions were asked to include electronic data files (shape files) that describe the zone boundaries so that this information would be available for future use in similar exercises.

Information regarding all school districts is included in the attachments below, as either recommended for approval, disapproval, or exception based on the review criteria already listed.

School district proposals recommended for approval met all the review criteria and submittal requests. Many districts requested that census blocks be split as part of their submittal. For those districts, they were required to provide justification that they were still maintaining equalization. Splitting of blocks with no population was acceptable. Splitting of blocks that would not cause an unequal population summary if the block of population were counted on either side of the split was also acceptable. Many of these submittals were initially returned to the district and were subsequently corrected.

School district proposals not recommended for approval submitted information for review but, for one reason or another did not meet the requirements established by the Board. These submittals were returned to the district with

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specific requests necessary to bring the proposal into compliance. These school districts did not resubmit their proposal using the Board approved criteria.

Five (5) school districts are requesting that their proposals be accepted with some type of notable deviation from the established requirements. These school districts have included in the submittals justification for the requested exceptions.

IMPACT

Approval of the recommended for approval school district rezoning proposals will bring the trustee zones into compliance with section 33-313, Idaho code. Section 33-313, Idaho code requires school districts that have been disapproved to resubmit proposals within forty-five (45) days of disapproval.

ATTACHMENTS

**Attachment 1 – 98 School Districts Trustees Boundaries Rezoning
“Recommended for Approval”**

ABERDEEN DISTRICT
AMERICAN FALLS JOINT DISTRICT
ARBON ELEMENTARY DISTRICT
AVERY DISTRICT
BASIN DISTRICT
BEAR LAKE COUNTY DISTRICT
BLACKFOOT DISTRICT
BLAINE COUNTY DISTRICT
BLISS JOINT DISTRICT
BONNEVILLE JOINT DISTRICT
BRUNEAU-GRAND VIEW JOINT DISTRICT
BUHL JOINT DISTRICT
BUTTE COUNTY JOINT DISTRICT
CALDWELL DISTRICT
CAMAS COUNTY DISTRICT
CAMBRIDGE JOINT DISTRICT
CASCADE DISTRICT
CASSIA COUNTY JOINT DISTRICT
CASTLEFORD DISTRICT
CHALLIS JOINT DISTRICT
CLARK COUNTY DISTRICT
COEUR D’ALENE DISTRICT
COUNCIL DISTRICT

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CULDESAC JOINT DISTRICT
DIETRICH DISTRICT
FILER DISTRICT
FRUITLAND DISTRICT
GARDEN VALLEY DISTRICT
GENESEE JOINT DISTRICT
GLENNS FERRY JOINT DISTRICT
GOODING JOINT DISTRICT
GRACE JOINT DISTRICT
HAGERMAN JOINT DISTRICT
HANSEN DISTRICT
HIGHLAND JOINT DISTRICT
HOMEDALE JOINT DISTRICT
HORSESHOE BEND DISTRICT
IDAHO FALLS DISTRICT
JEFFERSON COUNTY JOINT DISTRICT
JEROME JOINT DISTRICT
KAMIAH JOINT DISTRICT
KENDRICK JOINT DISTRICT
KIMBERLY DISTRICT
KUNA JOINT DISTRICT
LAKE PEND 'OREILLE DISTRICT
MACKAY JOINT DISTRICT
MADISON DISTRICT
MARSH VALLEY JOINT DISTRICT
MARSING JOINT DISTRICT
MC CALL-DONNELLY DISTRICT
MEADOWS VALLEY DISTRICT
MELBA JOINT DISTRICT
MERIDIAN JOINT DISTRICT
MIDDLETON DISTRICT
MIDVALE DISTRICT
MINIDOKA COUNTY JOINT DISTRICT
MOSCOW DISTRICT
MOUNTAIN HOME DISTRICT
MOUNTAIN VIEW DISTRICT
MURTAUGH JOINT DISTRICT
NAMPA DISTRICT
NEW PLYMOUTH DISTRICT
NEZPERCE JOINT DISTRICT

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NOTUS DISTRICT
OROFINO JOINT DISTRICT
PARMA DISTRICT
PAYETTE JOINT DISTRICT
PLEASANT VALLEY ELEMENTARY DISTRICT
PLUMMER-WORLEY JOINT DISTRICT
POCATELLO DISTRICT
POST FALLS DISTRICT
POTLATCH DISTRICT
PRAIRIE ELEMENTARY DISTRICT
PRESTON JOINT DISTRICT
RICHFIELD DISTRICT
ROCKLAND DISTRICT
SALMON DISTRICT
SALMON RIVER DISTRICT
SHELLEY JOINT DISTRICT
SHOSHONE JOINT DISTRICT
SNAKE RIVER DISTRICT
SODA SPRINGS JOINT DISTRICT
SOUTH LEMHI DISTRICT
SUGAR-SALEM JOINT DISTRICT
SWAN VALLEY ELEMENTARY DISTRICT
TETON COUNTY DISTRICT
TROY DISTRICT
TWIN FALLS DISTRICT
VALLEY DISTRICT
VALLIVUE DISTRICT
WALLACE DISTRICT
WEISER DISTRICT
WENDELL DISTRICT
WEST BONNER COUNTY DISTRICT
WEST JEFFERSON DISTRICT
WEST SIDE JOINT DISTRICT
WHITEPINE JOINT DISTRICT
WILDER DISTRICT

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Attachment 2 – 12 School Districts Trustees Boundaries Rezoning “Not Recommended for Approval”

BOUNDARY COUNTY DISTRICT
FIRTH DISTRICT
FREMONT COUNTY JOINT DISTRICT
KELLOGG JOINT DISTRICT
KOOTENAI DISTRICT
LAKELAND DISTRICT
LAPWAI DISTRICT
MULLAN DISTRICT
NORTH GEM DISTRICT
RIRIE JOINT DISTRICT
ST. MARIES JOINT DISTRICT
THREE CREEK JOINT ELEMENTARY DISTRICT

Attachment 3 – 5 School Districts Requesting Trustees Boundaries Rezoning Exceptions

BOISE INDEPENDENT DISTRICT
COTTONWOOD JOINT DISTRICT
EMMETT INDEPENDENT DISTRICT
LEWISTON INDEPENDENT DISTRICT
ONEIDA COUNTY DISTRICT

STAFF COMMENTS AND RECOMMENDATIONS

Section 33-313, Idaho code requires each proposal include a legal description of each trustee zone, a map of the district showing how each trustee zone would then appear, and the approximate population each would then have. Additionally, the requirement that these proposals be submitted following the report of the decennial census clearly indicates that the intent is that school district use the census date in determining the populations of each zone.

A few districts have argued the necessity to use the census data or census blocks in determining their zones. Using the census data gives the state a uniform reference point in time for determining the populations within each school district. When a school district splits a census block it makes it difficult to determine which portion of the population within that block is locked on each side of the split, for census blocks with a large population concentrated in one area this may result in unequalizing the population within the trustee zones. By using the census block boundaries it makes it clear the population within each zone.

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Of the five (5) districts requesting exceptions to the proposal submittal requirements, three of these districts are chartered districts. Chartered school districts have charters that predate the Idaho code and are subject to the terms of their charter. As an example a chartered districts charter may state that the district is treated as one zone and the trustees are elected at-large. These districts trustee zone boundaries should be approved based on the requirements of their charter.

Staff recommends approval of all of the school districts that met the Board approved requirements and disapproval of those that did not comply. Those school districts that have requested exceptions should be based on the merit of their justification for not meeting the requirements.

BOARD ACTION

I move to approve the Idaho school districts trustee boundary rezoning proposals for those school districts listed under "Recommended for Approval," as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

I move to disapprove the Idaho school districts trustee boundary rezoning proposals for those school districts not meeting the submittal requirements and are listed under "Not Recommended for Approval," as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

I move to approve BOISE INDEPENDENT DISTRICT trustee zone proposal, as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

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I move to approve COTTONWOOD JOINT DISTRICT trustee zone proposal, as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

I move to approve EMMETT INDEPENDENT DISTRICT trustee zone proposal, as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

I move to approve LEWISTON INDEPENDENT DISTRICT trustee zone proposal, as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____

I move to approve ONEIDA COUNTY DISTRICT trustee zone proposal, as submitted.

Moved by _____ Seconded by _____ Carried Yes ____ No ____