

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
NOVEMBER 30, 2015**

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NOVEMBER 30, 2015

SUBJECT

Pending Rule – Docket No. 08-0109-1501, Rules Governing the GEAR UP Idaho Scholarship Program

REFERENCE

| | |
|---------------|---|
| June 2011 | Board approved proposed rule changes to IDAPA 08.01.09, Rules Governing GEAR UP Idaho Scholarship |
| November 2011 | Board approved pending rule, Docket 08-0109-1101, amending the GEAR UP Idaho Scholarship |
| June 2013 | Board approved proposed rule changes to IDAPA 08.01.09, Rules Governing GEAR UP Idaho Scholarship |
| October 2013 | Board approved pending rule, Docket 08-0109-1301, amending the GEAR UP Idaho Scholarship |
| August 2015 | Board approved proposed rule changes to IDAPA 08.01.09, Rules Governing GEAR UP Idaho Scholarship program |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.09

BACKGROUND/DISCUSSION

The GEAR UP Idaho Scholarship is the scholarship component of the Federal GEAR UP grant. The scholarship is available to those students who attended a school participating in the GEAR UP program and who participated in the programs early intervention component in grades seven (7) through ten (10). To be eligible for participation the student must have graduated in 2012, 2013, or 2014. During this past award cycle, a number of areas within the rule were identified as needing further clarification.

The proposed amendment to IDAPA 08.01.09 will allow applications to be submitted after March 1, and specify that applications received after that date may not receive an award until the following year, expand the scholarship award renewal period from eight (8) continuous semesters to ten (10), reduce the number of days prior to the first day of the academic term for students who have an interruption in their enrollment. The proposed amendment will provide additional clarity to the initial application process, the selection of recipients, and continuing eligibility requirements, then make technical corrections. The GEAR UP Idaho Scholarship is a federal program and subject to the federal regulations for the program.

IMPACT

The proposed changes will provide efficiencies in the administration of the scholarship awards, as well as provide clarity for individuals applying for the scholarship.

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ATTACHMENTS

Attachment 1 – Pending Rule Docket No. 08-0109-1501

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STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the Pending stage. If approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin for consideration by the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

We received no comments during the 21 day public comment period. There have been no changes to the rule between the proposed and pending rule.

BOARD ACTION

I move to approve Pending Rule, Docket No. 08-0109-1501, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 01
CHAPTER 09

08.01.09 - RULES GOVERNING THE GEAR UP IDAHO SCHOLARSHIP PROGRAM

500. CONTINUING ELIGIBILITY.

To remain eligible for renewal of a GEAR UP Idaho scholarship, the recipient must comply with all of the provisions of the GEAR UP Idaho Program and these rules, in addition to the following requirements: (3-29-12)

01. Renewal Application. A scholarship recipient must complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year. A completed application for the renewal of a GEAR UP Idaho scholarship must be submitted to the Board electronically by the date established on the application, but not later than March 1 to be eligible to receive the award for the next academic year. An applicant without electronic capabilities may submit an application on the form established by the GEAR UP Idaho Program administrator through the United States Postal Service, which must be postmarked no later than March 1. In addition, a scholarship recipient must update and submit the FAFSA on or prior to March 1 to be eligible to receive the award for the next academic year, applications received after this day may be considered for awards for the next academic year contingent on availability of funds and attending institution deadlines. (3-20-14)

02. Credit Hours. To remain eligible for renewal of a scholarship award, the scholarship recipient must be enrolled as a full-time student and have completed a minimum of twenty-four (24) credit hours or its equivalent for the academic year in which the student received a scholarship award. (3-20-14)

03. Satisfactory Academic Progress. To remain eligible for renewal of a scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of two point zero (2.0) on a scale of four point zero (4.0) during the time that the recipient received an award, and must be maintaining satisfactory academic progress, consistent within federal financial regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. (3-20-14)

04. Transfer Students. Scholarship recipients who transfer to another eligible institution remain eligible for scholarship renewal and must inform the administrator no later than March 1 the end of the next academic period following the transfer. (3-20-14)

05. Maximum Scholarship Award. The award of a GEAR UP Idaho scholarship shall not exceed the equivalent of eight (8) ten (10) continuous semesters or the equivalent of four (4) five (5) continuous academic years. (3-29-12)

501.--- 599. (RESERVED)

600. MISCELLANEOUS PROVISIONS.

A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to interrupt continuous enrollment no later than sixty (60) thirty (30) days prior to the first day of the academic term of the discontinued attendance. Failure to do so may result in forfeiture of the scholarship. The Board will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time undergraduate student in an academic or professional-technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-

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| enroll. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the state board of education's executive director. All requests for extension must be made ~~sixty (60)~~thirty (30) days prior to the start of the succeeding academic year. (3-20-14)

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SUBJECT

Pending Rule – Docket No. 08-0113-1501, Rules Governing the Opportunity Scholarship Program

REFERENCE

| | |
|---------------|--|
| October 2012 | Board approved legislation consolidating and streamlining the state scholarships managed by the Board Of- fice |
| June 2013 | Board approved proposed rule amendments bringing IDAPA 08.01.13 into alignment with SB1027 (2013) changes. |
| November 2013 | Board approved pending rule bringing IDAPA 08.01.13 in alignment with SB1027 (2013) changes. |
| August 2015 | Board approved proposed rule amendments, consisting of technical edits allowing for greater efficiency in administering the program. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 08.01.13
Chapter 56, Title 33, Idaho Code

BACKGROUND/DISCUSSION

Proposed changes to IDAPA 08.01.13 would make technical corrections and clarify the eligibility and application requirements for the Opportunity Scholarship applicants. Technical corrections include specifying the grade point average used is the cumulative; unweighted grade point average; authorization for the Board's Executive Director to establish the application form; and clarification that after the initial awards are made, if based on the student acceptance rate, there are additional funds available to be awarded, those awards may be made after the June 1 initial award date deadline.

Additional changes allow the executive director to approve extensions of the award for those students who have earned over one-hundred (100) credits and will not be able to complete their program of study within two (2) semesters if there are extenuating circumstances. Further, the credit hour requirements have been amended to twenty-four (24) credits in an academic year rather than twelve (12) credits in each semester.

IMPACT

The proposed changes will provide for efficiencies in the administration of the rule as well as provide clarity for individuals applying for the scholarship. The proposed rule, if accepted by the legislature, would take effect at the end of the 2016 legislative session.

ATTACHMENTS

Attachment 1 – Pending rule Docket No. 08-0113-1501

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STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. If approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin for consideration by the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

We received no comments during the 21 day public comment period. There have been no changes to the rule between the proposed and pending rule.

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0113-1501, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
NOVEMBER 30, 2015**

**IDAPA 08
TITLE 01
CHAPTER 13**

08.01.13

- RULES GOVERNING THE OPPORTUNITY SCHOLARSHIP PROGRAM

000. LEGAL AUTHORITY.

In accordance with Sections 33-105, 33-5605, and 33-5606(2)(c), Idaho Code the State Board of Education (Board) shall promulgate rules implementing the provisions of Title 33, Chapter 56, Idaho Code. (4-2-08)

001. TITLE AND SCOPE.

01. Title. These rules shall be cited as IDAPA 08.01.13, "Rules Governing the Opportunity Scholarship Program." (4-2-08)

02. Scope. These rules constitute the requirements for the Opportunity Scholarship Program. (4-2-08)

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, written interpretations, if any, of the rules of this chapter are available at the Board. (4-2-08)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in the rules of the Board or in the Board Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. (4-2-08)

004. INCORPORATION BY REFERENCE.

There are no documents that have been incorporated by reference into these rules. (4-2-08)

005. OFFICE INFORMATION.

01. Office Hours. The offices of the Board are open from 8 a.m. to 5 p.m., except Saturday, Sunday, and legal holidays. (4-2-08)

02. Street Address. The offices of the Board are located at 650 W. State Street, Boise, Idaho. (4-2-08)

03. Mailing Address. The mailing address of the Board is P.O. Box 83720, Boise, Idaho 83720-0037. (4-2-08)

04. Telephone Number. The telephone number of the Board is (208) 334-2270. (4-2-08)

05. Facsimile. The facsimile number of the Board is (208) 334-2632. (4-2-08)

06. Electronic Address. The electronic address of the Board of Education at www.boardofed.idaho.gov. (4-2-08)

006. PUBLIC RECORDS ACT COMPLIANCE.

These rules are subject to the provisions of the Idaho Public Records Act, Title 9, Chapter 3, Idaho Code. (4-2-08)

007. -- 009.

(RESERVED)

010. DEFINITIONS.

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01. Grade Point Average (GPA). Means the ~~average-cumulative, unweighted grade point average~~ grade earned by a student, figured by dividing the grade points earned by the number of credits attempted. (3-20-14)

011. -- 100. (RESERVED)

101. ELIGIBILITY.

01. Undergraduate Student. An eligible student must be pursuing their first undergraduate certificate or degree. A student may have received multiple certificates or degrees as part of the natural progression towards a recognized baccalaureate degree program. A student who is enrolled in a graduate program, but who has not yet earned a baccalaureate degree, is not eligible for an opportunity scholarship. A student enrolled in an undergraduate program is eligible for consideration for an opportunity scholarship, even if some of the student's courses are at the graduate level. (3-20-14)

02. Academic Eligibility. (4-2-08)

a. Applicants for the opportunity scholarship are selected as recipients, in part, on the basis of their cumulative unweighted GPA. (3-20-14)

b. To be eligible for an opportunity scholarship, an applicant must meet minimum academic eligibility criteria, as follows: (3-20-14)

i. A student who has not yet graduated from secondary school or its equivalent in the state of Idaho must have an un-weighted minimum cumulative grade point of average of three point zero (3.0) or better on a scale of four point zero (4.0) to be eligible to apply for an opportunity scholarship. Home schooled students must provide a transcript of subjects taught and grades received signed by the parent or guardian of the student-; or (3-20-14)

ii. A student who has obtained a general equivalency diploma must have taken the ACT assessment and received a minimum composite score of twenty (20) or better, or the equivalent SAT assessment and received a nine hundred fifty (950) or better, to be academically eligible to apply for an opportunity scholarship-; or (3-20-14)

iii. A student currently enrolled in an eligible Idaho postsecondary educational institution must have a minimum cumulative grade point average of three point zero (3.0) or better on a scale of four point zero (4.0) at such institution in order to be academically eligible to apply for an opportunity scholarship. (3-20-14)

03. Financial Eligibility. Applicants for the opportunity scholarship are selected as recipients, in part, on the basis of demonstrated financial need. The tool used to determine financial need will be the Free Application for Federal Student Aid (FAFSA), used by the United States Department of Education. The financial need of an applicant for an opportunity scholarship will be based upon the validated expected family contribution, as identified by the FAFSA Student Aid report. The Student Aid report used to calculate financial need will be the report generated on the March 1 application deadline. (3-20-14)

04. Additional Eligibility Requirements. (4-2-08)

a. A student must not be in default on a student educational loan, or owe a repayment on a federal grant, and must be in good financial standing with the opportunity scholarship program. (3-20-14)

b. If a student has attempted or completed more than one hundred (100) postsecondary academic credits, then such student must identify his or her major, the required number of credits necessary for graduation in such major, and shall submit an academic transcript that contains all courses taken and all postsecondary academic credit received to the Board office. A student shall not be eligible for an opportunity scholarship if: (3-20-14)

i. The student is not meeting satisfactory academic progress at the eligible Idaho postsecondary educational institution the student is attending at the time he or she applies for an opportunity scholarship; (4-2-08)

ii. The student has completed more than one hundred fifty percent (150%) of the courses and academic

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credit necessary to graduate in such major; or

(4-2-08)

iii. Upon review of the student's academic transcript(s), the student cannot complete their degree/certificate in the major they have identified within two (2) semesters based on normal academic course load: unless a determination by the Executive Director has been made that there are extenuating circumstances and the student has a plan approved by the Executive Director outline the courses that will be taken and the completion date of the degree/certificate.

(3-20-14)

102. -- 201. (RESERVED)

202. APPLICATION PROCESS.

01. Initial Applications. An eligible student must complete and submit the opportunity scholarship program application to the Board electronically on or before the date specified in the application, but not later than March 1. An applicant without electronic capabilities may submit an application on the form established by the Board through the United States Postal Service, which must be postmarked not later than March 1. All applicants must complete and submit the FAFSA on or prior to March 1 ~~of his last year of secondary school~~. An applicant without electronic capabilities may submit an application on the form established by the Board executive director, through the United States Postal Service, which must be postmarked by March 1.

(3-20-14)

02. Announcement of Award. Announcement of the award of initial scholarships will be made no later than June 1 of each year, with awards to be effective at the beginning of the first full term following July 1 of that year. Announcements must clearly state the award is part of the state's scholarship program and is funded through state appropriated funds. Additional award announcement may be made after this date based on the availability of funds and the acceptance rate of the initial awards.

(3-20-14)

03. Communication with State Officials. Applicants must respond by the date specified to any communication from officials of the opportunity scholarship program. Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved and approved by the state board of education executive director or designee.

(3-20-14)

203. -- 299. (RESERVED)

300. SELECTION OF SCHOLARSHIP RECIPIENTS.

01. Selection Process. Scholarship awards will be based on the availability of scholarship program funds. In addition, opportunity scholarships will be awarded to applicants, based on ranking and priority, in accordance with the following criteria:

(3-20-14)

a. Eligible students shall be selected based on rating criteria that assigns seventy percent (70%) to financial eligibility, and thirty percent (30%) to academic eligibility. In the event that this weighted score results in a tie, an eligible student who submitted his application to the Board earliest in time will be assigned a higher rank.

(3-20-14)

b. Notwithstanding Subsection 300.01.a. of these rules, the priority for the selection of recipients of opportunity scholarship awards shall be to scholarship recipients who received a previous opportunity scholarship award, and have continuing eligibility based upon financial need and other criteria provided in these rules.

(4-2-08)

02. Monetary Value of the Opportunity Scholarship.

(4-2-08)

a. The Board will, by resolution each year, establish the educational costs for attending an eligible Idaho postsecondary educational institution for purposes of the opportunity scholarship program. The educational costs will be established as a not to exceed amount for each eligible Idaho postsecondary educational institution.

(3-20-14)

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- b.** The monetary value of the opportunity scholarship award to a student shall be based on the educational costs for attending an eligible Idaho postsecondary educational institution, less the following: (4-2-08)
- i.** The amount of the assigned student responsibility, established by the Board annually; (4-2-08)
 - ii.** The amount of federal grant aid, as identified by the Student Aid Report (SAR) that is known at the time of award determination; (3-20-14)
 - iii.** The amount of other financial aid awarded the student, from private or other sources that is known at the time of award determination. (3-20-14)
- c.** The amount of an opportunity scholarship award to an individual student shall not exceed the educational cost established by the Board annually, and shall not exceed the actual cost of tuition at an Idaho public postsecondary educational institution, or if the student attends or will attend an Idaho private postsecondary educational institution, the average tuition at Idaho's public four (4) year postsecondary educational institutions. (3-20-14)

301. OPPORTUNITY SCHOLARSHIP AWARD.

- 01. Payment.** Payment of opportunity scholarship awards will be made in the name of the recipient and will be sent to a designated official at the eligible Idaho postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. (4-2-08)
- 02. Duration.** Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to, or on behalf of, a scholarship recipient. The scholarship covers up to four (4) educational years, or eight (8) semesters or equivalent for attendance at an eligible Idaho postsecondary educational institution. Awards are contingent on annual appropriations by the legislature and continued eligibility of the student. (3-20-14)
- 03. Eligibility.** If a student receives an opportunity scholarship payment and it is later determined that the student did not meet all of the Opportunity Scholarship Program eligibility requirements, then the student is considered in overpayment status, and must return program funds in accordance with the eligible Idaho postsecondary educational institution's refund policy. (4-2-08)

302. CONTINUING ELIGIBILITY.

To remain eligible for renewal of an opportunity scholarship, the recipient must comply with all of the provisions of the Opportunity Scholarship Program and these rules, in addition to the following requirements: (4-2-08)

- 01. Renewal Application.** A scholarship recipient must complete and submit a renewal application in order to be considered for a continuing scholarship for each succeeding year and update and submit the FAFSA on or prior to March 1. (3-20-14)
- 02. Credit Hours.** To remain eligible for renewal of an opportunity scholarship, the scholarship recipient attending a four (4) year eligible postsecondary institution must have completed a minimum of ~~twelve (12)~~ **twenty four (24)** credit hours or its equivalent each ~~semester-academic year~~ that the student received an opportunity scholarship award. A scholarship recipient attending a two (2) year eligible postsecondary institution must have completed a minimum of ~~nine (9)~~ **eighteen (18)** credit hours or its equivalent each ~~semester-academic year~~ that the student received an opportunity scholarship award. (3-20-14)
- 03. Satisfactory Academic Progress.** To remain eligible for renewal of an opportunity scholarship, the scholarship recipient must have maintained a minimum cumulative grade point average of three point zero (3.0) on a scale of four point zero (4.0) during the time that the recipient received an opportunity scholarship award, and must be maintaining satisfactory academic progress, consistent within federal financial regulations as implemented at the eligible Idaho postsecondary educational institution at which the scholarship recipient was enrolled. (3-20-14)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
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04. Maximum Duration of Scholarship Award. The award of an opportunity scholarship shall not exceed the equivalent of eight (8) semesters or the equivalent of four (4) academic years. (3-20-14)

05. Eligibility Following Interruption of Continuous Enrollment. A scholarship recipient whose continuous enrollment is interrupted for more than four (4) months but less than two (2) years for any reason but who intends to re-enroll in an eligible Idaho postsecondary educational institution must file a letter of intent to withdraw no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance to the Office of the State Board of Education. Failure to do so may result in forfeiture of the scholarship. The Board's Executive Director [or designee](#) will review each request for interruption and notify the individual of approval or denial of the request. In addition, the individual must file a statement with the Board declaring his intent to re-enroll as a full-time undergraduate student in an academic or professional-technical program in an eligible Idaho postsecondary educational institution for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the individual intends to re-enroll within two (2) years of the approval of the request to withdraw. Failure to do so will result in forfeiture of the scholarship unless an extension has been granted. An extension of interruption of continuous enrollment period may be granted for eligible students due to military service in the United States armed forces, medical circumstances, or other circumstances approved by the state board of education's executive director. All requests for extension must be made sixty (60) days prior to the start of the succeeding academic year. (3-20-14)

303. -- 399. (RESERVED)

400. RESPONSIBILITIES OF ELIGIBLE IDAHO POSTSECONDARY EDUCATIONAL INSTITUTIONS.

01. Statements of Continuing Eligibility. An eligible Idaho postsecondary educational institution participating in this Opportunity Scholarship Program must submit statements of continuing student eligibility to the Board by the 30th day after the end of each academic [term/year](#). Such statements must include verification that the scholarship recipient is still enrolled, attending full time, maintaining satisfactory academic progress, and has not exceeded the award eligibility terms. (3-20-14)

02. Other Requirements. An eligible Idaho postsecondary educational institution must: (4-2-08)

a. Be eligible to participate in Federal Title IV financial aid programs, and must supply documentation to the Board verifying this eligibility, and prompt notification regarding any changes in this status; (4-2-08)

b. Have the necessary administrative computing capability to administer the Opportunity Scholarship Program on its campus, and electronically report student data records to the Board; (4-2-08)

c. Provide data on student enrollment and federal, state, and private financial aid for students to the Board, and (4-2-08)

d. Agree to permit periodic Opportunity Scholarship Program audits to verify compliance with Idaho law and these rules related to the program. (4-2-08)

401. -- 500. (RESERVED)

501. APPEALS.

Any opportunity scholarship applicant or recipient adversely affected by a decision made under provisions of these rules may appeal such adverse decision as follows. The opportunity scholarship applicant or recipient must appeal no later than thirty (30) days following notice of the decision, and the written statement must include the basis for the appeal. The appeal must be submitted to the executive director of the Board. The office of the board shall acknowledge receipt of the appeal within seven (7) days. The executive director of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons to hear the appeal, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. (3-20-14)

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01. Transmittal to Subcommittee. If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the executive director of the Board within fifteen (15) days from the time the subcommittee receives the appeal document. The opportunity scholarship applicant or recipient initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. (3-20-14)

02. Subcommittee Recommendations. Following the subcommittee's decision, the executive director of the Board will present the subcommittee's recommendation to the full Board at the next regularly scheduled meeting of the Board. The opportunity scholarship applicant or recipient initiating the appeal may, at the discretion of the executive director of the Board, be permitted to make a presentation to the Board. (3-20-14)

03. Board Decision. The decision of the Board is final, binding, and ends all administrative remedies, unless otherwise specifically provided by the Board. The Board will inform the opportunity scholarship applicant or recipient in writing of the decision of the Board. (4-2-08)

502. -- 999. (RESERVED)

PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
NOVEMBER 30, 2015

SUBJECT

Pending Rule – Docket No. 08-0201-1501, General Education Development Test/Idaho High School Equivalency Certificate

REFERENCE

| | |
|--------------|---|
| October 2013 | Board approved proposed rule changes aligning the administrative rule with exam changes taking effect in January 2014 |
| August 2013 | Board approved pending rule changes (Docket 08-0201-1202) |
| June 2015 | Board approved proposed rule changes, removing cut scores for high school equivalency certificate eligibility |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.01 – Section 650

BACKGROUND/DISCUSSION

The General Educational Development (GED ©) exam is a series of subject area tests that are standardized to meet the educational level of a graduating high school senior. The American Council on Education (ACE), in conjunction with Pearson VUE, developed a new assessment and process that was introduced in January 2014. The Division of Professional-Technical Education manages/administers the program, and public school institutions are authorized to administer the exam. The new GED Testing Service is a partnership between ACE and Pearson, the exam is now completely on-line.

Now that the new test has been administered for approximately a year, the Division of Professional-Technical Education is requesting additional changes to the administrative rule. These changes include language specifying that the High School Equivalency Certificate requests go to the Division, which has been the case since the GED was moved to the Division in 2008. Additionally, the “cut scores” are being removed allowing the scoring rubric and passing requirement established by the GED Testing Service to be used to determine eligibility for the high school equivalency certificate. The high school equivalency certificate is an additional certificate individuals may apply for in addition to having “passed” the GED exam. With the changes to the exam, and the focus on college and career readiness, a passing score on the exam is now in alignment with what would be considered by the Division as “passing”. Additional edits address how test takers obtain records or copies of transcripts to show successful completion. Currently all Idaho GED records and transcription services have been consolidated through a third-party vendor.

IMPACT

Approval of the pending rule will allow the rule to be submitted for publication and consideration by the 2016 legislature.

ATTACHMENTS

Attachment 1 – Pending Rule Docket No. 08-0201-1501

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STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. If approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin for consideration by the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

We received no comments during the 21 day public comment period. There have been no changes to the rule between the proposed and pending rule.

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0201-1501, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08.02.01

650. GENERAL EDUCATION DEVELOPMENT TESTS/IDAHO HIGH SCHOOL EQUIVALENCY CERTIFICATE.

The primary objective of the State Board of Education is to have all students complete their formal education and graduate from high school. However, students who drop out of school and believe it is in their best interest to take the (General Education Development) G.E.D. test may do so under the following conditions and, upon successful completion of all G.E.D. requirements, may apply for an Idaho High School Equivalency Certificate. (4-1-97)

01. General Education Development Tests. General Education Development (GED) tests are given by approved testing centers for a statewide fee set by the Idaho Division of Professional-Technical Education. Candidates must make the minimum score for passing the GED test as established by the GED Testing service. (3-20-14)

02. Age Criteria. The applicant must satisfy one (1) of the following age criteria: (4-1-97)

a. The applicant must be at least eighteen (18) years of age; (4-1-97)

b. The applicant may be sixteen (16) or seventeen (17) years of age and be one (1) year or more behind in credits earned, expelled, recommended by the school, pregnant, or a parent. In such cases, the applicant is eligible if the applicant's school verifies in writing that the student meets one of the above criteria and this verification is on file at the testing center prior to any testing. The school may give its verification only after the applicant and his or her parent or guardian submit in writing a request for the applicant to take the GED tests and the applicant and the applicant's parent or guardian have met with school officials to review and discuss the request. (In cases where the applicant is not living with a parent or guardian, the parent or guardian's verification is not necessary.); (4-1-97)

c. The applicant may be sixteen (16) or seventeen (17) years of age and be entering college, the military, or an employment training program, enrolled in an Adult Basic Education Program, enrolled in the Job Corps, or incarcerated. In such cases, the applicant is eligible if the institution involved applies in writing for the applicant to take the GED tests and this application is on file at the testing center prior to any testing. (3-20-14)

03. Proof of Identity. Test takers must present proof of identification that shows legal name, date of birth, signature, address and photograph. Valid drivers' licenses, passports, military, and other forms of government-issued identification are acceptable. Two (2) forms of identification may be provided to meet these criteria. (3-20-14)

04. Idaho High School Equivalency Certificate. The State Department of Education will issue an Idaho High School Equivalency Certificate ([HSEC](#)) to eligible applicants. The normal fee for issuing a certificate is ten dollars (\$10); however, this fee will be waived for military service personnel and veterans. To be eligible [to receive an HSEC](#), an applicant must submit the following documents to the [State Department of Education Division of Professional-Technical Education](#): (4-1-97)

a. An official report of GED test results showing successful completion of all requirements [applicable to the version of the GED test taken by the applicant](#). Test scores are accepted as official only when reported directly by [official GED Testing Centers, the State's approved vendor for transcripts and records management](#), the Transcript Service of the Defense Activity for Non-Traditional Education Support (DANTES), [Veterans Administration hospitals and or](#), in special cases, the GED Testing Service. [Effective for all individuals taking the exam on or after January 1, 2014, individuals must receive a score of at least one hundred fifty \(150\) on a scale of one hundred through two hundred \(100-200\) on each of the four \(4\) content modules for the 2014 GED® exam and have a combined score of six hundred \(600\).](#) (3-20-14)

b. [For those individuals](#)[Individuals](#) who [take took](#) the exam prior to January 1, 2014 [must also](#)

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~~furnish documentation that they met the American Government requirement of the State of Idaho, for successful completion, the test taker must earn a standard score of at least forty (40) on each of the five (5) tests and must earn an average standard score of forty five (45) on all five (5) tests. The testing centers will provide an American Government test for individuals who do not have credit in American Government or an official transcript showing completion of a course in American Government including study of the U.S. Constitution and principles of state and local government.~~ This requirement may be met by resident study in high school or college, correspondence study from an accredited university, DANTES, or by successfully passing the American Government test furnished by the testing center. (3-20-14)

c. A completed form DD295 on all service personnel. This form is not required of veterans and non-veteran adults. (4-1-97)

d. A copy of a discharge if the applicant is a veteran of military service. (4-1-97)

~~e. Once eligibility is established, the State Department of Education will furnish the applicant with a special application form.~~ Applicants should submit their request using the form furnished by the Division of Professional-Technical Education, along with ten dollar (\$10) processing fee and appropriate documentation of above requirements. After the applicant completes this form and pays the ten dollar (\$10) processing fee, the applicant will be awarded an Idaho High School Equivalency Certificate. (4-1-97)

651. -- 699. (RESERVED)

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SUBJECT

Pending Rule – Docket No. 08-02-01-1502, Rules Governing Administration – Strategic Planning/Continuous Improvement Plans

REFERENCE

| | |
|---------------|--|
| June 2014 | Board approved temporary and proposed rule Docket 08-0201-1401, Strategic Planning. |
| November 2014 | Board approved pending rule IDAPA 08.02.01.801. |
| August 2015 | Board approved proposed rule changes to IDAPA 08.02.01, continuous improvement plans, amending the term strategic plan to continuous improvement plan, aligning the terms with those contained in Section 33-320, Idaho. |

APPLICABLE STATUTE, RULE, OR POLICY

Sections 33-5201 to 5216, Idaho Code

BACKGROUND/DISCUSSION

Idaho Administrative Code, IDAPA 08.02.01.800 establishes the qualification requirements for eligible trainers that school districts and charter schools may use for the training described in Section 33-320, Idaho code, and the procedures for school districts and charter schools to request reimbursement for using said qualified trainers. Section 33-320, Idaho Code sets out requirements for each school district to have a strategic plan as well as the funding to districts to reimburse them for training in strategic planning, administrator evaluations, school finance, and governance and ethics. During the 2015 legislative session the term strategic planning was changed to continuous improvement planning. The proposed amendments brings the language used in IDAPA 08.02.01.800 into alignment with the language now used in Section 33-320, Idaho Code.

IMPACT

Approval of the proposed rule will bring the two components of Idaho law into alignment and avoid any confusion the different terms may cause the school districts and charter schools.

ATTACHMENTS

Attachment 1 – Pending Rule, Docket No. 08-02-01-1502

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Board staff worked with the stakeholder organizations in the development of the final language of this rule. All parties were in agreement with the proposed language.

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Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. If approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin for consideration by the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

We received no comments during the 21 day public comment period. There have been no changes to the rule between the proposed and pending rule.

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0201-1502, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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801. ~~STRATEGIC-CONTINUOUS IMPROVEMENT~~ PLANNING AND TRAINING.

In accordance with Section 33-320, Idaho Code, every local education agency (LEA) shall develop and maintain a strategic plan that focusses on improving the student performance of the LEA through the continuous improvement process. (4-11-15)

01. Definitions. (4-11-15)

a. Administrator. As used in this section administrator means the superintendent of the school district or administrator of a charter school. (4-11-15)

b. Board. Board means the Idaho State Board of Education. (4-11-15)

c. Executive Director. Executive Director means the Executive Director of the Idaho State Board of Education. (4-11-15)

d. Local Education Agency Board. As used in this section local education agency or LEA Board means the board of trustees of a school district or board of directors of a charter school. (4-11-15)

e. Local Education Agency. As used in this section local education agency (LEA) means public school district or charter school. (4-11-15)

f. ~~Strategic-Continuous Improvement~~ Plan. As used in this section, a continuous improvement plan is a strategic plan ~~is one~~ that focuses on continuous process improvement and the analysis of data to assess and prioritize needs and measure outcomes. (4-11-15)

02. Reimbursement Eligibility. LEA's may request reimbursement for training conducted pursuant to Section 33-320, Idaho Code. To be eligible for reimbursement the training and trainer must meet the following criteria: (4-11-15)

a. Training. The training must cover one (1) or more the follow subjects: (4-11-15)

i. ~~Strategic-Continuous improvement~~ planning training. Strategic-Continuous improvement planning training must include, but is not limited to, training on continuous process improvement, use and analysis of data, and methods for setting measurable targets based on student outcomes; (4-11-15)

ii. School finance; (4-11-15)

iii. Administrator evaluations, including, but not limited to, specifics on the Idaho state evaluation requirements and framework; (4-11-15)

iv. Ethics; or (4-11-15)

v. Governance. (4-11-15)

b. Documentation of Training. Training records shall be kept by the LEA showing: (4-11-15)

i. The length of the training in hours; (4-11-15)

ii. The subject(s) covered by the training; (4-11-15)

iii. The participants included in the training or validation of attendance of specific participants as applicable; and (4-11-15)

iv. The curriculum, agenda, or other documentation detailing the content of the training. (4-11-15)

c. Training Format. A majority of the LEA board and the administrator must collaborate on the

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| strategic [continuous improvement](#) plan and engage students, parents, educators and the community, as applicable to the training subject and format. The training facilitator must be physically present or have the ability to interact directly with all training participants. Sufficient time must be provided during the sessions to give the participants an opportunity to discuss issues specific to the LEA. (4-11-15)

d. Trainer Qualifications. The trainer must meet the following qualifications: (4-11-15)

i. May not be a current employee of the LEA; (4-11-15)

ii. Must have two (2) years of documented training experience in the area of training being provided for the LEA; and (4-11-15)

iii. Must provide at least three (3) recommendations from individuals who participated in past training sessions conducted by the trainer. These recommendations must be included with the application to determine the trainer's qualifications. (4-11-15)

e. Qualified Trainers. Trainer qualifications will be determined by the Office of the State Board of Education. The State Board of Education will maintain a list of qualified trainers and the subject areas in which they are qualified. (4-11-15)

i. An individual or company may submit an application for consideration to be placed on the list of qualified trainers or the LEA may submit the application on behalf of the individual or company. (4-11-15)

ii. Applications must be submitted to the Executive Director in a format established by the Executive Director. (4-11-15)

iii. Trainer qualifications must be determined prior to the LEA's request for reimbursement of training costs. (4-11-15)

03. Reimbursement. Up to two thousand dollars (\$2,000) per state fiscal year will be reimbursed to the LEA for training costs. Reimbursement will be based on actual expenditures related to the training delivered. (4-11-15)

04. Audit. If requested, LEA's must provide training documentation or other information to verify eligibility prior to reimbursement. (4-11-15)

802. -- 999. (RESERVED)

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SUBJECT

Pending Rule – Docket No. 08-0202-1501 – Rules Governing Uniformity - Certification

REFERENCE

| | |
|---------------|---|
| August 2014 | Board approved proposed rules incorporating a tiered certification structure into administrative rule as well as reorganization of the section and cleanup of out of date language. |
| November 2014 | Board approved the pending rule incorporating the proposed changes. (The 2015 Legislature rejected the proposed rule) |
| May 2015 | Board approved a temporary rule broadening the language regarding the alternate route to certification – content specialist. |
| August 2015 | Board approved proposed rule amendments reorganizing the teacher certification section and adding language necessary due to the adoption of the career ladder. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative code, IDAPA 08.02.02
Section 33-1201 and 33-1001, Idaho Code

BACKGROUND/DISCUSSION

Following the completion of the Task Force's initial work, the Career Ladder/Tiered Licensure (Certification) Committee approved a framework for a tiered certification model that was proposed as amendments to the educator credentials contained in Administrative Code, IDAPA 08.02.02. In addition to the tiered certification model, the proposed rule also contained a number of edits that cleaned up old language, reorganized sections, and made technical corrections to the alternate routes to certification and the occupational certificates contained therein. The 2015 legislature rejected the pending rule during the 2015 legislative session, incorporating much of the tiered certification framework into HB296 (2015) instead. The overall rejection of the rule was with the understanding that the Board may choose to bring back many of the changes that resulted in cleaning up and reorganizing IDAPA 08.02.02 at a later date.

The current proposed changes to IDAPA 08.02.02 reorganize the entire section so that all the certificates are in one section, all endorsements are in one section, and all of the alternate routes to certification are grouped together in one section. Additional changes address issues identified with the alternate routes to certification that were previously approved by the Board as a temporary rule, as well as bringing the rule into alignment with the career ladder adopted in HB296 (2015).

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The issue discussed during the August 2015 Board meeting regarding the grade ranges (either the Standard Elementary or Standard Secondary certificate that allow an individual to teach in) are not included in the pending rule. These issues are still outstanding. Staff will be reporting to the Board at the December 2015 Board meeting on this and additional issues along with a timeline that will bring back recommendations for addressing these issues at the April Board meeting. At that time the Board will consider recommendations for bringing the current certification process into compliance with current Idaho law or making changes to Administrative Code to assure we have highly effective teachers in every classroom. Any Board approved amendments to Administrative Code can then be moved forward in the form of a proposed administrative rule during the 2016 rule promulgation schedule.

In addition to docket number 08-0202-1501, the Board also considered another proposed rule during the August Board meeting that amended language in this same section. This rule was pulled from consideration as the result of the discussion at the meeting. The rule that was pulled contained the creation of two new endorsements that the Board had previously discussed and were in favor of adding to the endorsement section of IDAPA 08.02.02. The Board approved, at the February 2015 Board meeting, two (2) new teacher preparation programs, one (1) for computer science and one (1) for engineering. The students successfully completing these programs would be eligible to earn a computer science endorsement or engineering endorsement (as applicable) on their teaching certificate. Since these two endorsements were part of a larger science, technology, engineering and math (STEM) education initiative in alignment with the Board approved STEM education strategic plan, Board staff incorporated the language for these two endorsements into the proposed rule that was published for public comment. The pending rule includes the addition of the language for these two endorsements that were part of the larger proposed rule amendments pulled during the August Board meeting.

IMPACT

Approval of the proposed rule will allow for the rule to go out for public comment. Following the end of the public comment period, the rule will come back to the Board as a Pending rule. The pending rule will be forwarded to the legislature for consideration. Once accepted by the legislature, the new certification language will take effect at the end of the 2016 legislative session.

ATTACHMENTS

| | |
|---|---------|
| Attachment 1 – Pending Rule, Docket No. 08-0202-1501, Certification | Page 5 |
| Attachment 2 – Pending rule changes showing moved sections | Page 44 |

STAFF COMMENTS AND RECOMMENDATIONS

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Board staff worked with the stakeholder organizations in the development of the final language of this rule. All parties were in agreement with the proposed language with the exception of one section. The alternative route to certification for content specialists was broadened to allow for emergency situations when a school district cannot find any fully certificated staff to fill an opening. There was consensus on much of this language, allowing for some of the current requirements to be fulfilled during the first year in the classroom rather than prior to entering the classroom. However, the Idaho Education Association felt it was still overly broad and could result in having individuals teaching in the classroom that are not qualified and could adversely impact the education of the students they are assigned. This was weighed against the need for some flexibility at the school district level to find individuals to fill these positions in an emergency. Staff chose to go with the broader language at this time with the recognition that more work needs to be done in this area to address the balance between addressing the issues around hard-to-fill positions with underqualified individuals and having highly effective teachers in every classroom.

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. If approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin for consideration by the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

We received one (1) comment during the 21 day public comment period as well as additional feedback from the Department of Education. Based on the comment received and feedback from the Department of Education, staff made small technical or stylistic changes. There were some additional changes that were requested by the Department, however, because the areas were not contemplated in the published proposed rule they could not have the benefit of the 21 day public comment period and were not considered at this time. It was recommended that the Department bring back these changes to the Board at a future date when the timeline for the promulgation of rules would allow for the consideration of new amendments to Administrative Code.

Attachment 1 provided the pending rule in the required format for administrative rules, and only shows those sections that are being amended. The added changes to the language that was published for public comment are marked with either a double strikethrough or double underline. This format shows language that was moved as if it were new language in the new area and stricken language in the original location. Attachment 2 provides the language for the entire section in a standard track changes format that allows you to see all of the sections that were moved, and not edited. Language that was moved is indicated in green, with either a double underline or double strikethrough. This version does not

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show the edits added between the proposed and pending rule that are included in Attachment 1.

BOARD ACTION

I move to approve pending rule, docket number 08-0202-1501 as submitted in Attachment 1

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 02
CHAPTER 02**

08.02.02 - RULES GOVERNING UNIFORMITY

005. OFFICE -- OFFICE HOURS -- MAILING AND STREET ADDRESS.

The principal place of business of the State Board of Education (SBOE) and State Department of Education (SDE) is in Boise, Idaho. Both offices are located at 650 W. State, Boise Idaho 83702. The SDE is on the 2nd Floor, the SBOE is found in Room 307. Both offices are open from 8 a.m. to 5 p.m., except **Saturday**, Sunday, and legal holidays. The mailing address for the SBOE is PO Box 83720, Boise, ID 83720-0037. The mailing address for the SDE is PO Box 83720, Boise, ID 83720-0027. The SBOE phone number is (208) 334-2270 and the SDE phone number is (208) 332-6800 (7-1-02)()

(BREAK IN CONTINUITY OF SECTIONS)

007. DEFINITIONS.

01. Active Teacher. K-12 teacher with a valid Idaho certificate who is currently teaching in an Idaho K-12 classroom/school. (3-16-04)

02. Alternative Routes. Routes to teacher certification designed for candidates who want to enter the teaching profession from non-education professions or the para-educator profession, or for teachers lacking certification in a specific area defined as an emergency district need. (3-16-04)

03. Credential. The general term used to denote the document on which all of a person's educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (3-16-04)

04. Endorsement. Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-16-04)

05. Idaho Student Achievement Standards. Standards of achievement for Idaho's K-12 students. See IDAPA 08.02.03, "Rules Governing Thoroughness." (3-16-04)

06. Individualized Professional Learning Plan. An individualized plan based on the Idaho framework for teacher as outlined in Section 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. ()

067. Institutional Recommendation. Signed form or written verification from an accredited institution with an approved teacher preparation program stating that an individual has completed the program, received a basic or higher rating in all twenty-two (22) components of the Idaho framework for teaching evaluation, has an individualized professional learning plan, has demonstrated measurable student achievement or growth and the ability to create student learning objectives, and is now being recommended for state certification. (3-16-04)()

08. Local Education Agency (LEA). An Idaho public school district or charter school pursuant to Section 33-5203(7), Idaho Code. ()

079. Orientation. School district/school process used to acquaint teachers new to district/school on its policies, procedures and processes. (3-16-04)

108. Para-Educator. Aides and assistants employed by school districts to supplement instruction and provide additional assistance to students. (3-16-04)

0911. Pedagogy. Teaching knowledge and skills. (3-16-04)

12. Student Learning Objective (SLO). A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teacher's impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course. ()

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103. Teacher Leader. A ~~master~~ teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. ~~(4-4-13)~~()

(BREAK IN CONTINUITY OF SECTIONS)

[Codified Section 015 is being moved and renumbered to proposed Section 016]

0165. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. ~~(Section 33-1201, Idaho Code)(3-16-04)~~()

~~**01. Renewal Requirement – Mathematics In-Service Program.** In order to recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction”, or another State Department of Education approved alternative course, shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty five (45) contact hours of in-service training). Teachers and administrators shall take one (1) of the three (3) courses developed that each teacher deems to be most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of Subsection 060.03.c. of this rule, regardless of whether such course is part of any official transcript. Successful completion of state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.01.a. through 016.01.e. shall successfully complete the “Mathematical Thinking for Instruction” course in order to recertify: (3-20-14)~~

~~**a.** Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8); (3-29-10)~~

~~**b.** Each teacher holding a Standard Elementary Certificate (K-8) who is employed in an elementary classroom (multi-subject classroom K-8); (3-20-14)~~

~~**c.** Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I who is employed in an elementary classroom (multi-subject classroom K-8) (3-20-14)~~

~~**d.** Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed in an elementary classroom (multi-subject classroom K-8); (3-20-14)~~

~~**e.** Each school administrator holding an Administrator Certificate (Pre-K-12) who is employed in an elementary classroom (multi-subject classroom K-8), including all school district and charter administrators. (3-20-14)~~

~~**02. Out-of-State Applicants – Mathematical Thinking for Instruction.** (4-4-13)~~

~~**a.** Out of state applicants shall take the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” as a certification requirement. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty five (45) contact hours of in-service training). (3-29-10)~~

~~**b.** Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Mathematics In-service program requirement. (4-4-13)~~

~~**03. Waiver of Mathematics In-Service Program.** When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period.~~

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(3-20-14)

~~04. **Renewal Requirement—Idaho Comprehensive Literacy Course.** In order to recertify, a state approved Idaho Comprehensive Literacy Course shall be required. Successful completion of a state approved Idaho Comprehensive Literacy course shall be a one time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.04.a. through 016.04.e. shall successfully complete an Idaho Comprehensive Literacy course in order to recertify:~~

~~(4-4-13)~~

~~a. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth—Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8); (4-4-13)~~

~~b. Each teacher holding a Standard Elementary Certificate (K-8) who is employed in an elementary classroom (K-8); and (3-20-14)~~

~~c. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed in a K-12 classroom. (3-20-14)~~

~~05. **Out-of-State Applicants—Idaho Comprehensive Literacy Course.** (3-20-14)~~

~~a. Out of state applicants shall take a state approved Idaho Comprehensive Literacy Course as a certification requirement. (3-20-14)~~

~~b. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement (3-20-14)~~

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

a. Completion of the general education requirements at an accredited college or university is required.()

b. Meets the following professional education requirements: ()

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

ii. The required minimum credit hours must include at least six (6) semester credit hours, or nine (9) quarter credit hours, of student teaching in grades kindergarten (K) through either (8) or two (2) years of satisfactory experience as a teacher in grades K-8. ()

c. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades Kindergarten (K) through eight (8). ()

d. All individuals, who begin an Idaho approved preparation program after July 1, 2013, seeking a Standard Elementary Certificate shall complete the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary Certificate. An endorsement allowing teaching of that subject through grade eight (8) or a K-12 endorsement shall be added to the Standard Elementary Certificate. ()

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

02. Standard Secondary Certificate. A Standard Secondary Certificate makes an individual eligible to

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teaching grades six (6) through twelve (12). A Secondary Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: ()

a. Completion of the general education requirements at an accredited college or university is required. ()

b. Professional Education Requirements: ()

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

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

c. Preparation in at least two (2) fields of secondary teaching: a first teaching field of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, and a second teaching field of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the first teaching field or second teaching field requirements. ()

d. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades six (6) through twelve (12). ()

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

03. Blended Early Childhood Education / Early Childhood Special Blended Education Certificate.
A Blended Early Childhood Education / Early Childhood Special Education Certificate makes an individual eligible to teach in any early childhood educational setting for youth from birth to grade three (3), including those who are at-risk or have developmental delays. This certificate may be issued to any person with a baccalaureate degree from an accredited college or university and who meets the following minimum requirements: ()

a. Completion of the general education requirements at an accredited college or university is required. ()

b. Meets the following professional education requirements. ()

i. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter of early childhood and early childhood-special education shall include course work specific to the young child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies. ()

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

c. An institutional recommendation from an accredited college or university. ()

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

04. Exceptional Child Certificate. Holders of this certificate are authorized to work with children who have been identified as having an educational impairment. ()

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a. Completion of the general education requirements at an accredited college or university is required and six (6) or more semester credit hours, or nine (9) or more quarter credit hours of student teaching in a special education setting. ()

b. Exceptional Child Generalist Endorsement (K-12). The Exceptional Child Generalist K-12 endorsement is non-categorical and allows one (1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include student teaching in an elementary or secondary special education setting. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: ()

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

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

iii. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. ()

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

c. Early Childhood Special Education Endorsement (Pre-K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement and is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. To be eligible for an Exceptional Child Certificate with an Early Childhood Special Education (Pre-K-3) endorsement, a candidate must have satisfied the following requirements: ()

i. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: Child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); Curriculum and program development for young children ages three to eight (3-8); Methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); Guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); Identifying and working with atypical young children ages three to eight (3-8) Parent-teacher relations; and, Field work to include an internship and student teaching at the Pre-K - 3 grades. ()

d. Deaf/Hard of Hearing Endorsement (K-12). Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements. ()

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

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

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

iv. Completion of a program of a minimum of thirty-three (33) semester credit hours in the area of Deaf/Hard of Hearing. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. ()

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e. Visual Impairment Endorsement (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Visually Impaired endorsement, a candidate must have satisfied the following requirements. ()

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

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

iii. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. ()

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

05. 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. ()

a. 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. ()

i. Hold a master's degree and provide verification of completion of an approved program of graduate study in school 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. 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. ()

ii. An institutional recommendation is required for a Counselor K-12 Endorsement. ()

b. 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. 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: ()

i. 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. ()

ii. 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. ()

iii. 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. ()

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

c. 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 015.04.c.i. or 015.04.c.ii. in addition to the requirement of Subsection 015.04.c.iii. ()

i. 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. ()

ii. 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. ()

(1) Health program management; ()

(2) Child and adolescent health issues; ()

(3) Counseling, psychology, or social work; or ()

(4) Methods of instruction. ()

iii. 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. ()

d. 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. ()

e. 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. ()

f. 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. ()

g. 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 ()

i. A master's degree in social work from a postsecondary institution accredited by an organization recognized by the State Board of Education. The program must be currently approved by the state educational agency of the state in which the program was completed. ()

ii. 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 ()

h. 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. ()

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06. Administrator Certificate. Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator Certificate. Proof of proficiency in evaluating teacher performance shall be required of all Administrator Certificate holders. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as an initial certification requirement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. ()

a. School Principal Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for School Principal Pre-K-12, a candidate must have satisfied the following requirements: ()

- i. Hold a master's degree from an accredited college or university.** ()
- ii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting.** ()
- iii. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12.** ()
- iv. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership.** ()

v. An institutional recommendation is required for a School Principal Pre-K-12 Endorsement. ()

b. Superintendent Endorsement. To be eligible for an Administrator Certificate with a Superintendent endorsement, a candidate must have satisfied the following requirements. ()

- i. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university.** ()
- ii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting.** ()
- iii. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12.** ()
- iv. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership.** ()

v. An institutional recommendation is required for a School Superintendent Endorsement. ()

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

- i. Hold a master's degree from an accredited college or university.** ()
- ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12.** ()

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while under contract in a school setting. ()

iii. Obtain college or university verification of demonstrated the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. ()

iv. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping. ()

v. Have completed an administrative internship/practicum in the area of administration of special education and related services. ()

vi. An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12 Endorsement. ()

07. Certification Standards For Professional-Technical Educators. Teachers of professional- technical classes or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a secondary Teaching Certificate or on an Occupational Specialist Certificate. For postsecondary instructors and administrators, certification fees are set by the State Board for Professional-Technical Education, and application processes are managed by the Division of Professional-Technical Education. ()

08. Degree Based Professional-Technical Certification. ()

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

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

i. Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on a secondary teaching credential certificate; ()

ii. Provide evidence of a minimum of three (3) years' teaching in an occupational discipline; ()

iii. Hold a master's degree; and ()

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

v. To renew the Professional-Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for professional-technical teachers. ()

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

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

09. Occupational Specialist Certificate. The Occupational Specialist Certificate is an industry based professional-technical certifications. Persons who need to hold the Occupational Specialist Certificate include: secondary educators assigned to Health Professions Education and Technical Sciences; those in specialized occupational areas where specific degree-granting professional technical teacher education programs do not exist; and postsecondary professional-technical educators who teach courses with nine (9) - to twelve (12) students per class. ()

a. Applicants must: be eighteen (18) years of age; document full-time, successful, recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: ()

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

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

iii. Meet one (1) of the following: ()

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

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

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

b. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching trades and health occupations professions in public schools. The certificate is valid for three (3) years and is non-renewable. ()

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

ii. Complete a new-teacher induction workshop at the state or district level. ()

iii. File a professional development plan with the State Division of Professional-Technical Education. ()

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iv. Within the three (3) year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete course work which includes competencies in four (4) of the following: Principles/ Foundations of Occupational Education; Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; Measurement and Evaluation; and Methods of Teaching Occupational Education. ()

c. Standard Occupational Specialist Certificate. This certificate is issued to individuals who have completed course work equivalent to that required of the Limited Occupational Specialist Certificate. The certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or verification of two hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes, or workshops or any equivalent combination thereof, and file of a professional development plan for the next certification period. ()

d. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who meet all the requirements outlined below: ()

i. Meet the requirements for the Standard Occupational Specialist Certificate: ()

ii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of approved course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and ()

iii. File a new professional development plan for the next certification period. ()

iv. This certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or submit verification of two hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes and workshops or any equivalent combination thereof, and file a new professional development plan for the next certification period. ()

10. Postsecondary Specialist. A Postsecondary Specialist certificate will be granted to a current faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. ()

a. Renewal. This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). ()

b. Fees. The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. ()

c. The candidate must meet the following qualifications: ()

i. Hold a master's degree or higher in the content area being taught; ()

ii. Be currently employed by the postsecondary institution in the content area to be taught; and ()

iii. Complete and pass a criminal history background check as required according to Section 33-130, Idaho Code. ()

11. American Indian Language. Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. ()

a. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. ()

b. Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, ()

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Idaho Code. The application must include a ten finger fingerprint card or scan and a **forty dollar (\$40)** fee for undergoing a criminal history check pursuant to Section 33-130, Idaho Code. ()

c. The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. ()

12. Junior Reserved Officer Training Corps (Junior ROTC) Instructors. ()

a. Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. ()

b. Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion. ()

c. Authorization Letter. Upon receiving the items identified in Subsections 015.12.a. and b., the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. ()

13. Additional Renewal Requirements. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable: ()

a. Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled "Mathematical Thinking for Instruction", or another State Department of Education approved alternative course, shall be required. The "Mathematical Thinking for Instruction" course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Teachers and administrators must take one (1) of the three (3) courses developed that is most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of Subsection 060.03.c. of this rule, regardless of whether such course is part of any official transcript. Successful completion of a state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following must successfully complete the "Mathematical Thinking for Instruction" course in order to recertify: ()

i. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed by a school district or charter school; ()

ii. Each teacher holding a Standard Elementary Certificate (K-8) who is employed by a school district or charter school; ()

iii. Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I who is employed by a school district or charter school; ()

iv. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed by a school district or charter school; and ()

v. Each school administrator holding an Administrator Certificate (Pre K-12) who is employed by a school district or charter school. ()

b. Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. ()

c. Idaho Comprehensive Literacy Course. In order to recertify, a state approved Idaho Comprehensive Literacy Course shall be required. Successful completion of a state approved Idaho Comprehensive Literacy course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals must successfully complete an Idaho Comprehensive Literacy course in order to recertify: ()

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- i. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed by a school district or charter school; ()
- ii. Each teacher holding a Standard Elementary Certificate (K-8) who is employed by a school district or charter school; and ()
- iii. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed by a school district or charter school. ()
- d. Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to Section 33-1204, Idaho Code. Credits must be earned through an approved teacher preparation program and include a laboratory component. ()

[Codified Section 016 is being moved and renumbered to proposed Section 015]

0156. 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 or engaged in an alternate route to authorization as prescribed herein. An interim certificate is nonrenewable except under extenuating circumstances approved by the State Department of Education. ~~(4-2-08)~~ ()

~~01. Interim Certificate Not Renewable.~~ Interim certification is only available on a one-time basis per individual. It will be the responsibility of the individual to meet the requirements of the applicable alternate authorization route and to obtain a full Idaho Educator Credential during the three (3)-year interim certification term of the interim certificate. ()

~~a02. 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~~ Idaho Comprehensive Literacy course shall be a one-time requirement for full certification. ~~(4-7-11)~~ ()

~~a.~~ Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. ()

~~03. Mathematical Thinking for Instruction.~~ Out-of-state applicants shall take the state approved mathematics instruction course titled "Mathematical Thinking for Instruction" as a certification requirement. The "Mathematical Thinking for Instruction" course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Mathematics In-service program requirement. ()

~~b04. 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)

~~025. Reinstatement of Expired Certificate.~~ An individual holding an expired Idaho certificate may be issued a nonrenewable three-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. (3-29-12)

~~036. 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-year interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (4-2-08)

[Codified Section 017 is being moved and renumbered to proposed Section 018]

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09017. INTERSTATE CERTIFICATION COMPACT.

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

~~**018. STANDARD ELEMENTARY CERTIFICATE.** *A Standard Elementary Certificate makes an individual eligible to teach grades Kindergarten (K) through eight (8), and may be issued to any person who has a bachelor's degree from an accredited college or university and who meets the following requirements:*~~ (3-16-04)

~~**01. General Education Requirements.** *Completion of the general education requirements at an accredited college or university is required.*~~ (3-30-07)

~~**02. Professional Education Requirements.**~~ (3-30-07)

~~**a.** *A minimum of twenty four (24) semester credit hours, or thirty six (36) quarter credit hours, in the philosophical, psychological, and methodological foundations and in the professional subject matter of elementary education, which shall include at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading and its application to the content area.*~~ (3-16-04)

~~**b.** *At least six (6) semester credit hours, or nine (9) quarter credit hours, of elementary student teaching or two (2) years of satisfactory experience as a teacher in grades K-8.*~~ (3-16-04)

~~**03. Additional Requirements.** *An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades Kindergarten (K) through eight (8).*~~ (3-16-04)

~~**04. Area of Endorsement.** *All individuals, who begin an Idaho approved preparation program after July 1, 2013, seeking a Standard Elementary Certificate shall complete the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary Certificate. An endorsement allowing teaching of that subject through grade nine (9) or a K-12 endorsement shall be added to the Standard Elementary Certificate.*~~ 3-12-14)

~~**05. Proficiency.** *Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved elementary content area and pedagogy assessments.*~~ (3-16-04)

0178. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01. Assessments. State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4-2-08)

02. Out-of-State Waivers. An out-of-state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (4-2-08)

03. Idaho Comprehensive Literacy Assessment. All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate competency in comprehensive literacy. Areas to be included as parts of the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)

04. Technology Assessment. All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate proficiency in relevant technology

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skills and practices to enhance classroom management and instruction. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure understanding and the ability to apply strategies and beliefs about the integration of technology based on current research and best practices congruent with the International Society for Technology in Education professional teaching standards, the National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)

~~**019. EARLY CHILDHOOD / EARLY CHILDHOOD SPECIAL EDUCATION BLENDED CERTIFICATE.** An Early Childhood / Early Childhood Special Education Blended Certificate is non-categorical and makes an individual eligible to teach in any educational setting for youth from birth to grade three (3), including those who are at-risk or have developmental delays. The Early Childhood / Early Childhood Special Education Blended Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)~~

~~**01. General Education Requirements.** Completion of the general education requirements at an accredited college or university is required. (3-30-07)~~

~~**02. Professional Education Requirements.** (3-16-04)~~

~~**a.** A minimum of thirty (30) semester credit hours, or forty five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of early childhood and early childhood special education. The professional subject matter of early childhood and early childhood special education shall include course work specific to the young child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies. (3-16-04)~~

~~**b.** The required thirty (30) semester credit hours, or forty five (45) quarter credit hours, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. (3-16-04)~~

~~**03. Additional Requirements.** An institutional recommendation from an accredited college or university, and passage of the Idaho Comprehensive Literacy Exam. (3-16-04)~~

~~**04. Proficiency.** Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved early childhood assessments. (3-16-04)~~

~~**020. STANDARD SECONDARY CERTIFICATE.** A Standard Secondary Certificate makes an individual eligible to teach in grades six (6) through twelve (12). A Secondary Certificate may be issued to any person with a bachelor's degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)~~

~~**01. General Education Requirements.** Completion of the general education requirements at an accredited college or university is required. (3-30-07)~~

~~**02. Professional Education Requirements.** (3-30-07)~~

~~**a.** A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three (3) semester credit hours, or four (4) quarter credit hours, of reading in the content area (3-16-04)~~

~~**b.** The required twenty (20) semester credit hours, or thirty (30) quarter credit hours, must also include at least six (6) semester credit hours, or nine (9) quarter credit hours, of secondary student teaching or two (2) years of satisfactory experience as a teacher in grades six (6) through twelve (12). (3-16-04)~~

~~**03. Teaching Field Requirements.** Preparation in at least two (2) fields of secondary teaching: a first teaching field of at least thirty (30) semester credit hours, or forty five (45) quarter credit hours, and a second teaching field of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty five (45) semester credit hours, or sixty seven (67) quarter credit hours, in a single subject area may be used in lieu of the first teaching field or second teaching field requirements. (3-30-07)~~

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~~04. **Additional Requirements.** An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades six (6) through twelve (12). (3-16-04)~~

~~05. **Proficiency.** Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must have a qualifying score on an approved content area assessment in any area(s) for which the certificate or endorsement(s) will be applied. (3-16-04)~~

019. -- 020. (RESERVED)

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. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. 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. (4-4-13)

01. Clinical Experience Requirement. All endorsements require supervised teaching experience in the relevant content area, or a State Department of Education approved alternative clinical experience. (3-12-14)

02. Alternate Authorization Preparation Program. Candidates shall meet all requirements for the endorsement as provided herein. ()

a. Option I - National Board. By earning National Board Certification in content specific areas, teachers may gain endorsement in a corresponding subject area. ()

b. Option II - Master's degree or higher. By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate. ()

c. Option III - Testing and/or Assessment. Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. ()

i. Pathway 1 - Endorsements may be added through state-approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally requires the successful completion of a one (1)-year state-approved mentoring component. ()

ii. Pathway 2 - Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment. ()

022. ENDORSEMENTS A - D.

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

a. Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; and plant science. (3-16-04)

b. Occupational teacher preparation coursework that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

02. American Government /Political Science (6-12). Twenty (20) semester credit hours to include: a minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must

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be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey. (4-11-06)

03. Art (K-12 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers in the area of Art to include a minimum of nine (9) semester credit hours in: Foundation Art and Design. Additional course work must include at least two (2) Studio Areas and Secondary Arts Methods. To obtain an Art (K-12) endorsement, applicants holding a Secondary Certificate must complete an elementary methods course. (4-7-11)

04. Bilingual Education (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: at least nine (9) upper division semester credit hours in one (1) Modern Language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines; cultural diversity; ENL/Bilingual Methods; second language acquisition theory and practice; Foundations of ENL/Bilingual Education, Federal and State Law, Testing/identification of Limited English Proficient Students; at least two (2) semester credit hours in Bilingual Practicum; and three (3) semester credit hours in a Bilingual Education related elective (ex: linguistics, critical pedagogy, parent involvement). (4-4-13)

05. Biological Science (6-12). Twenty (20) semester credit hours to include at least six (6) semester credit hours of course work in each of the following areas: Botany and Zoology. (3-16-04)

06. Business Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: accounting; computer and technical applications in business; economics; methods of teaching business education; Professional-Technical Student Organization (PTSO) leadership; business communication/writing; and office procedures. Additional competencies may be satisfied through the following: entrepreneurship; finance; marketing; business law; and/or career guidance. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

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

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

a. Option I: Twenty (20) semester credit hours to include Methods of Teaching Speech/ Communications plus course work in at least four (4) of the following areas: Interpersonal Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; and Drama/Theater Arts. (3-16-04)

b. Option II: Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, and Methods of Teaching Speech/Communication. (3-16-04)

09. Computer Science (6-12). Twenty (20) semester credit hours of course work in Computer Science, including course work in the following areas: data representation and abstraction; design, development, and testing algorithms; software development process; digital devices systems network; and the role of computer science and its impact on the modern world. ()

10. Consulting Teacher/Teacher Leader Endorsement. Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. This endorsement is valid for five (5) years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP). ()

a. Special Education Consulting Teacher - Eligibility for Endorsement. To be eligible for a Special Education Consulting Teacher endorsement on the Standard Exceptional Child Certificate, the Early Childhood / Early Childhood Special Education Blended Certificate (Birth-Grade 3), the Standard Elementary Certificate or the Standard

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Secondary Teaching Certificate, a candidate must have satisfied the following requirements: ()

i. Education Requirements. Qualify for or hold a Standard Exceptional Child Certificate and qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), and hold a master's degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated content competencies in the following areas:
()

(1) Assessment of learning behaviors; ()

(2) Individualization of instructional programs based on educational diagnosis; ()

(3) Behavioral and/or classroom management techniques; ()

(4) Program implementation and supervision; ()

(5) Knowledge in use of current methods, materials and resources available and management and operation of media centers; ()

(6) Ability in identifying and utilizing community or agency resources and support services; and ()

(7) Counseling skills and guidance of professional staff. ()

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

iii. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: ()

(1) Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and ()

(2) The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: ()

(a) Understanding Adults As Learners to Support Professional Learning Communities; ()

(b) Accessing and Using Research to Improve Practice and Student Achievement; ()

(c) Promoting Professional Learning for Continuous Improvement; ()

(d) Facilitating Improvements in Instruction and Student Learning; ()

(e) Using Assessments and Data for School and District Improvement; ()

(f) Improving Outreach and Collaboration with Families and Community; and ()

(g) Advocating for Student Learning and the Profession. ()

iv. Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. ()

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

i. Education Requirements. Qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3) and have demonstrated content competencies. Coursework and content domains required

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include the full series of Mathematics Thinking for Instruction (MTI), Number and Operation, Geometry, Algebraic Reasoning, Measurement and Data Analysis, and Statistics and Probability which are centered on the following emphases: ()

(1) Structural Components of Mathematics; ()

(2) Modeling, Justification, Proof and Generalization; ()

(3) Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). ()

ii. Experience. Completion of a minimum of three (3) years' teaching experience. ()

iii. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: ()

(1) Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and ()

(2) The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: ()

(a) Understanding Adults As Learners to Support Professional Learning Communities; ()

(b) Accessing and Using Research to Improve Practice and Student Achievement; ()

(c) Promoting Professional Learning for Continuous Improvement; ()

(d) Facilitating Improvements in Instruction and Student Learning; ()

(e) Using Assessments and Data for School and District Improvement; ()

(f) Improving Outreach and Collaboration with Families and Community; and ()

(g) Advocating for Student Learning and the Profession. ()

iv. Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools. ()

101. Drama (6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Drama Teachers, including a minimum of sixteen (16) semester credit hours in Drama or Theater Arts, including course work in each of the following: Acting, Directing, and Technical Stage Production, and four (4) semester credit hours in Communications. To obtain a Drama (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theatre. (4-7-11)

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. Engineering (6-12). Twenty (20) semester credit hours of engineering course work. ()

034. 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

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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)

045. English as a New Language (ENL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ENL Teachers to include all of the following: at least four (4) semester credit hours in a modern language other than English; Cultural Diversity; ENL Methods; Linguistics; second language acquisition theory and practice; Foundations of ENL/Bilingual Education, Federal and State Law, Testing/ Identification of Limited English Proficient Students; and at least one (1) semester credit in ENL Practicum or Field Experience. (4-4-13)

056. Family and Consumer Sciences (6-12). (4-4-13)

a. Thirty (30) semester credit hours to include coursework in each of the following areas: Child/ Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; Apparel 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; Professional-Technical Student Organization (PTSO) leadership; and Integration of Family Consumer Sciences or Family Consumer Science Methods. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

067. 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)

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

089. Gifted and Talented (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Gifted and Talented Education Teachers, to include semester credit hours in each of the following areas: 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, Instruction, and Assessment for Gifted and Talented Students; Differentiated Instruction and Programing 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. (3-12-14)

0910. 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; Mental/Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary Health methods course. (4-4-13)

101. 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)

112. 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)

123. 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)

134. Literacy (K-12). Twenty-one (21) semester credit hours leading toward competency as defined by

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Idaho Standards for Literacy Teachers to include the following areas: Foundations of Literacy (including reading, writing, and New Literacies); Development and Diversity of Literacy Learners; Literacy in the Content Area; Literature for Youth; Language Development; Corrective/Diagnostic/Remedial Reading; and Writing Instruction. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. (3-12-14)

024. ENDORSEMENTS M - Z.

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

a. Twenty (20) semester credit hours to include course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; Methods of Teaching Marketing Education; and Professional-Technical Student Organization (PTSO) Leadership, with remaining credit hours in Entrepreneurship; Hospitality and Tourism; Finance; or Accounting. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

02. Mathematics - Basic (6-12). Twenty (20) semester credit hours in Mathematics including course work in Algebra, Geometry, and Trigonometry. Six (6) semester credit hours of computer programming may be substituted for six (6) semester credits in Mathematics. (3-16-04)

03. Mathematics (6-12). Twenty (20) semester credit hours including course work in each of the following areas: Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, and a minimum of three (3) semester credit hours of Calculus. Statistics course work may be taken from a department other than the mathematics department. (4-11-06)

04. Music (6-12 or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: Theory and Harmony; Aural Skills, Music History; Conducting; Applied Music; and Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course. (4-7-11)

05. Natural Science (6-12). Follow one (1) of the following options: (4-7-11)

a. Option I: Must hold an existing endorsement in one of the following areas: Biological Science, Chemistry, Earth Science, Geology, or Physics; and complete a total of twenty-four (24) semester credit hours as follows: (4-7-11)

i. Existing Biological Science Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (4-7-11)

ii. Existing Physics Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (4-7-11)

iii. Existing Chemistry Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (4-7-11)

iv. Existing Earth Science or Geology Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (4-7-11)

b. Option II: Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty (20) semester credit hours with at least four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. (4-7-11)

06. Online-Teacher Endorsement (Pre-K-12). To be eligible for an Online-Teacher Endorsement (Pre-K-12), a candidate must have satisfied the following requirements: ()

a. Meets the states' professional teaching and/or licensure standards and is qualified to teach in his/her field of study. ()

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b. Provides evidence of online experience or course time both as a student and as a learner, and demonstrates online learning and teaching proficiency. ()

c. Has completed an eight (8) week online teaching internship in a Pre-K-12 program, or has one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades Pre-K-12 within the past three (3) years. ()

d. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state-approved equivalent. ()

e. Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies: ()

i. Knowledge of Online Education and Human Development; ()

ii. Facilitate and Inspire Student Learning and Creativity; ()

iii. Design and Develop Digital-Age Learning Experiences and Assessments Standards; ()

iv. Model Digital-Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and ()

v. Engage in Professional Growth and Leadership. ()

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

078. **Physical Education (PE) (6-12 or K-12).** Twenty (20) semester credit hours to include course work in each of the following areas: Sport, Movement, and Outdoor Skills; Secondary PE Methods; Student Evaluation in PE; Administration of a PE Program; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Sports Psychology or Sociology; Motor Behavior; and Current CPR and First Aid Certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. (4-4-13)

089. **Physical Education/Health.** Must have an endorsement in both physical education and health. (3-30-07)

0910. **Physical Science (6-12).** Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-16-04)

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

112. **Social Studies (6-12).** Must have an endorsement in History, American Government/Political Science, Economics, or Geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: History, Geography, Economics, and American Government/Political Science. (3-29-10)

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

134. **Sociology/Anthropology (6-12).** Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-16-04)

145. **Teacher Librarian (K-12).** Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: Collection Development/ Materials Selection, Literature for Children and/or Young Adults; Organization of Information (Cataloging and Classification); School Library Administration/Management; Library Information Technologies; Information Literacy; and Reference and Information Service. (3-12-14)

156. **Technology Education (6-12).** (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology; Manufacturing Technology; Power, Energy and Transportation and other relevant emerging technologies; and Principles of Engineering

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Design.

(4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in ~~Subsections 034 015.07~~ through ~~038 015.09~~. ~~(4-4-13)()~~

167. World Language (6-12 or K-12). Twenty (20) semester credit hours to include a minimum of twelve (12) upper division credits in a specific world language taken within the last ten (10) years leading to a proficiency level as defined by a state-approved exam (for example, a passing grade on the Praxis or an Advanced level as defined by the American Council on the Teaching of Foreign Languages (ACTFL)). Course work must include 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. (4-4-13)

~~025. AMERICAN INDIAN LANGUAGE (SECTION 33-1280, IDAHO CODE). Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (4-9-09)~~

~~01. Process the Application. The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (4-9-09)~~

~~02. Approval Has Been Received. Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a forty dollar (\$40) fee for undergoing a criminal history check pursuant to Section 33-130, Idaho Code. (4-9-09)~~

~~03. Office of Certification. The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (4-9-09)~~

~~026. ADMINISTRATOR CERTIFICATE. Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator Certificate. Proof of proficiency in evaluating teacher performance shall be required of all Administrator Certificate holders. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as an initial certification requirement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certified. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)~~

~~01. School Principal Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for School Principal Pre-K-12, a candidate must have satisfied the following requirements: (3-16-04)~~

~~a. Hold a master's degree from an accredited college or university. (3-16-04)~~

~~b. Have four (4) years of full time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-30-07)~~

~~c. Have completed an administrative internship in a state approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-30-07)~~

~~d. Provide verification of completion of a state approved program of at least thirty (30) semester credit hours, forty five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Foundation Standards~~

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for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)

e. An institutional recommendation is required for a School Principal Pre-K-12 Endorsement. (3-16-04)

***02. Superintendent—Endorsement.** To be eligible for an Administrator Certificate with a Superintendent endorsement, a candidate must have satisfied the following requirements: (3-16-04)*

a. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-16-04)

b. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-30-07)

c. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-30-07)

d. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)

e. An institutional recommendation is required for a School Superintendent Endorsement. (3-16-04)

***03. Director of Special Education and Related Services Endorsement (Pre-K-12).** To be eligible for an Administrator Certificate endorsed for Director of Special Education and Related Services Pre-K-12, a candidate must have satisfied all of the following requirements: (3-16-04)*

a. Hold a master's degree from an accredited college or university. (3-16-04)

b. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting. (3-16-04)

c. Obtain college or university verification of demonstrated the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)

d. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Concepts of Least Restrictive Environment; Post School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping. (3-30-07)

e. Have completed an administrative internship/practicum in the area of administration of special education and related services. (3-16-04)

f. An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12 Endorsement. (3-16-04)

***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*

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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 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. 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. (4-11-15)

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. 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: (3-29-12)*

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). (3-29-12)

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)

e. 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)

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~~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)~~

~~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)~~

~~**028. EXCEPTIONAL CHILD CERTIFICATE.**~~

~~Holders of this certificate work with children who have been identified as having an educational impairment. (3-16-04)~~

~~01. **General Education Requirements.** Completion of the general education requirements at an accredited college or university is required. (3-30-07)~~

~~02. **Generalist Endorsement (K-12).** The Generalist K-12 endorsement is non-categorical and allows one (1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include an internship and student teaching in a special education setting. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: (4-4-13)~~

~~a. Completion of a baccalaureate degree from an accredited college or university. (3-16-04)~~

~~b. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (3-16-04)~~

~~c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-16-04)~~

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~~d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-16-04)~~

~~03. **Early Childhood Special Education Endorsement (Pre-K-3).** The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement and is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. To be eligible for an Exceptional Child Certificate with an Early Childhood Special Education (Pre-K-3) endorsement, a candidate must have satisfied the following requirements: (4-7-11)~~

~~a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: Child development and behavior with emphasis in cognitive language, physical, social and emotional areas, birth through age eight (8); Curriculum and program development for young children ages three to eight (3-8); Methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); Guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); Identifying and working with atypical young children ages three to eight (3-8); Parent teacher relations; and, Field work to include an internship and student teaching at the Pre-K-3 grades. (4-7-11)~~

~~04. **Deaf/Hard of Hearing Endorsement (K-12).** Completion of a minimum of thirty three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements: (4-11-15)~~

~~a. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)~~

~~b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (4-11-06)~~

~~c. Completion of a program from an out of state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (4-11-06)~~

~~d. Completion of a program of a minimum of thirty three (33) semester credit hours in the area of Deaf/Hard of Hearing. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-15)~~

~~05. **Visual Impairment Endorsement (K-12).** Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (4-11-06)~~

~~a. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)~~

~~b. Completion in an Idaho college or university of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion in an out of state college or university of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (4-11-15)~~

~~c. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-06)~~

~~d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (4-11-15)~~

~~029. **CONSULTING TEACHER/TEACHER LEADER ENDORSEMENT.** Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation~~

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~~of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. This endorsement is valid for five (5) years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP).~~

~~(4-4-13)~~

~~**01. Special Education Consulting Teacher – Eligibility for Endorsement.** To be eligible for a Special Education Consulting Teacher endorsement on the Standard Exceptional Child Certificate, the Early Childhood / Early Childhood Special Education Blended Certificate (Birth Grade 3), the Standard Elementary Certificate or the Standard Secondary Teaching Certificate, a candidate must have satisfied the following requirements:~~ ~~(3-29-10)~~

~~**a. Education Requirements.** Qualify for or hold a Standard Exceptional Child Certificate and qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth Grade 3), and hold a master's degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated content competencies in the following areas:~~ ~~(4-4-13)~~

- ~~i. Assessment of learning behaviors;~~ ~~(4-4-13)~~
- ~~ii. Individualization of instructional programs based on educational diagnosis;~~ ~~(4-4-13)~~
- ~~iii. Behavioral and/or classroom management techniques;~~ ~~(4-4-13)~~
- ~~iv. Program implementation and supervision;~~ ~~(4-4-13)~~
- ~~v. Knowledge in use of current methods, materials and resources available and management and operation of media centers;~~ ~~(4-4-13)~~
- ~~vi. Ability in identifying and utilizing community or agency resources and support services; and~~ ~~(4-4-13)~~
- ~~vii. Counseling skills and guidance of professional staff.~~ ~~(4-4-13)~~

~~**b. Experience.** Completion of a minimum of three (3) years' teaching experience, at least two (2) years of which must be in a special education classroom setting.~~ ~~(3-16-04)~~

~~**c. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include:**~~ ~~(4-4-13)~~

~~i. Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and~~ ~~(4-4-13)~~

~~ii. The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows:~~ ~~(4-4-13)~~

- ~~(1) Understanding Adults As Learners to Support Professional Learning Communities;~~ ~~(4-4-13)~~
- ~~(2) Accessing and Using Research to Improve Practice and Student Achievement;~~ ~~(4-4-13)~~
- ~~(3) Promoting Professional Learning for Continuous Improvement;~~ ~~(4-4-13)~~
- ~~(4) Facilitating Improvements in Instruction and Student Learning;~~ ~~(4-4-13)~~
- ~~(5) Using Assessments and Data for School and District Improvement;~~ ~~(4-4-13)~~
- ~~(6) Improving Outreach and Collaboration with Families and Community; and~~ ~~(4-4-13)~~
- ~~(7) Advocating for Student Learning and the Profession.~~ ~~(4-4-13)~~

~~**d. Not less than one (1) semester of successful experience as a special education teacher working with**~~

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~~classroom teachers in elementary or secondary schools. (4-4-13)~~

~~**02. Mathematics Consulting Teacher—Eligibility for Endorsement.** To be eligible for a Mathematics Consulting Teacher endorsement on the Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), a candidate must have satisfied the following requirements: (3-29-10)~~

~~**a. Education Requirements.** Qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3) and have demonstrated content competencies. Coursework and content domains required include the full series of Mathematics Thinking for Instruction (MTI), Number and Operation, Geometry, Algebraic Reasoning, Measurement and Data Analysis, and Statistics and Probability which are centered on the following emphases: (4-4-13)~~

~~i. Structural Components of Mathematics; (4-4-13)~~

~~ii. Modeling, Justification, Proof and Generalization; (4-4-13)~~

~~iii. Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). (4-4-13)~~

~~**b. Experience.** Completion of a minimum of three (3) years' teaching experience. (3-29-10)~~

~~**c. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state approved equivalent. Program shall include: (4-4-13)**~~

~~i. Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (4-4-13)~~

~~ii. The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (4-4-13)~~

~~(1) Understanding Adults As Learners to Support Professional Learning Communities; (4-4-13)~~

~~(2) Accessing and Using Research to Improve Practice and Student Achievement; (4-4-13)~~

~~(3) Promoting Professional Learning for Continuous Improvement; (4-4-13)~~

~~(4) Facilitating Improvements in Instruction and Student Learning; (4-4-13)~~

~~(5) Using Assessments and Data for School and District Improvement; (4-4-13)~~

~~(6) Improving Outreach and Collaboration with Families and Community; and (4-4-13)~~

~~(7) Advocating for Student Learning and the Profession. (4-4-13)~~

~~**d. Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools. (4-4-13)**~~

030. (RESERVED)

031. JUNIOR-RESERVED OFFICER TRAINING CORPS (JUNIOR ROTC) INSTRUCTORS.

~~**01. List of Names.** Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (4-11-06)~~

~~**02. Notarized Copy.** Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion. (4-11-06)~~

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~~03. **Authorization Letter.** Upon receiving the items identified in Subsections 031.01 and 031.02, the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (4-11-06)~~

~~032. **POSTSECONDARY SPECIALIST.** A Postsecondary Specialist certificate will be granted to a current faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. (3-26-08)~~

~~01. **Renewal.** This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-26-08)~~

~~02. **Fees.** The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-26-08)~~

~~03. **Qualifications.** The candidate must: (3-26-08)~~

~~a. Hold a masters degree or higher in the content area being taught; (3-26-08)~~

~~b. Be currently employed by the post secondary institution in the content area to be taught; and (3-26-08)~~

~~c. Complete and pass a criminal history check as required according to Section 33-130, Idaho Code. (3-26-08)~~

~~033. **ONLINE TEACHER ENDORSEMENT (PRE-K-12).**~~

~~01. **Online-Teacher Endorsement.** To be eligible for an Online-Teacher Endorsement (Pre-K-12), a candidate must have satisfied the following requirements: (4-7-11)~~

~~a. Meets states' professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (4-7-11)~~

~~b. Provides evidence of online experience or course time both as a student and as a learner, and demonstrates online learning and teaching proficiency. (4-7-11)~~

~~c. Has completed (completes) an eight (8) week online teaching internship in a Pre-K-12 program, or have one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades Pre-K-12 within the past three (3) years. (4-7-11)~~

~~d. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state approved equivalent. (4-7-11)~~

~~02. **Proficiency in Idaho Standards for Online Teachers.** Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies: (4-7-11)~~

~~a. Knowledge of Online Education and Human Development; (4-7-11)~~

~~b. Facilitate and Inspire Student Learning and Creativity; (4-7-11)~~

~~c. Design and Develop Digital Age Learning Experiences and Assessments Standards; (4-7-11)~~

~~d. Model Digital Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and (4-7-11)~~

~~e. Engage in Professional Growth and Leadership. (4-7-11)~~

~~034. **CERTIFICATION STANDARDS FOR PROFESSIONAL TECHNICAL EDUCATORS.** Teachers of pro-~~

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professional technical classes or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a Secondary Teaching Certificate or on an Occupational Specialist Certificate. For postsecondary instructors and administrators, certification fees are set by the State Board for Professional Technical Education, and application processes are managed by the Division of Professional Technical Education. (3-16-04)

035. DEGREE BASED PROFESSIONAL TECHNICAL CERTIFICATION.

01. Teacher Preparation Through Degreed Program. Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: Agricultural Science & Technology; Business Technology Education; Family & Consumer Science; Marketing Technology Education; and Technology Education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated four thousand (4,000) clock hours of related work experience or shall have completed an approved practicum in their respective field of specialization. (3-16-04)

02. Professional Technical Administrator Certificate. The Professional Technical Administrator certificate is required for an individual serving as an administrator, director, manager or coordinator of professional technical education at the state, secondary or postsecondary level. Individuals must meet the following prerequisites to qualify for the Professional Technical Administrator Certificate. Equivalence in each area will be determined on an individual basis by the State Division of Professional Technical Education. (3-16-04)

a. Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on the secondary teaching credential; (3-16-04)

b. Provide evidence of a minimum of three (3) years' teaching in an occupational discipline; (3-16-04)

c. Hold a masters degree; and, (3-16-04)

d. Completed at least fifteen (15) semester credits of administrative course work. Applicants must have completed: financial aspects of professional technical education; administration of personnel; and legal aspects of professional technical education. Additional course work can be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work based learning programs; and/or measurement and evaluation. (3-16-04)

e. To renew the Professional Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for professional technical teachers. (3-16-04)

03. Work-Based Learning Coordinator Endorsement. Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Secondary Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work based learning programs. (3-16-04)

04. Career Counselor Endorsement. The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Personnel Services Certificate endorsed Counselor K-12 and who have satisfied the following professional technical requirement: Career Pathways and Professional Technical Guidance; Principles/Foundations of Professional Technical Education; and Theories of Occupational Choice. (3-16-04)

036. INDUSTRY BASED PROFESSIONAL TECHNICAL CERTIFICATION. Persons who need to hold the Occupational Specialist Certificate include: secondary educators assigned to Health Occupations Education and to Trades & Industry Education; specialized occupational areas where specific degree-granting professional technical teacher education programs do not exist; and postsecondary professional technical educators who teach courses to 9-12 students. (3-16-04)

01. General Requirements. Applicants must: be eighteen (18) years of age; document full-time, successful, recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, certification or testing as listed below. When applicable, requirements of occupationally

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related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-16-04)

a. Have sixteen thousand (16,000) hours of full time, successful, recent, gainful employment in the occupation for which certification is requested. Up to forty eight (48) months credit can be counted toward the eight (8) years on a month-to-month basis for journeyman training and/or postsecondary training successfully completed as a full-time student in an approved/approvable, postsecondary, professional technical education program. (3-16-04)

b. Have a bachelor's degree in the specific occupation or related area, plus six thousand (6,000) hours of full-time, successful, recent, gainful employment in the occupation. (3-16-04)

c. Meet one (1) of the following: (3-16-04)

i. Have at least journeyman level plus two (2) years of recent, full-time, gainful, related work experience. A person who has completed a formal apprenticeship program in the occupation or related area for which certification is requested. The apprenticeship must be under the direction of an employer and the Bureau of Apprenticeship and Training or an approved State Apprenticeship Agency; (3-16-04)

ii. Pass approved state or national certification/certification examination plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis); or (3-16-04)

iii. Pass approved industry related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis). If no competency test exists, a written recommendation from a representative occupational advisory council/committee and recorded in its minutes is required to verify occupational competence. (3-16-04)

02. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching trades and health occupations in public schools. The certificate is valid for three (3) years. (3-16-04)

a. Within the first eighteen (18) months, the holder must complete the pre-service workshop sponsored by the State Division of Professional Technical Education and an approved course in professional technical methods and student assessment. (3-16-04)

b. Complete a new teacher induction workshop at the state or district level. (3-16-04)

File a Professional Development Plan with the State Division of Professional Technical Education. (3-16-04)

d. Within the three (3) year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete course work which includes competencies in four (4) of the following: Principles/ Foundations of Occupational Education; Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; Measurement and Evaluation; and Methods of Teaching Occupational Education. (3-16-04)

03. Standard Occupational Specialist Certificate. This certificate is issued to individuals who have completed course work equivalent to that required of the Limited Occupational Specialist Certificate. The certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved coursework or verification of two hundred forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes, or workshops or any equivalent combination thereof, and file of a Professional Development Plan for the next certification period. (3-16-04)

04. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who meet all the requirements outlined below: (3-16-04)

a. Meet the requirements for the Standard Occupational Specialist Certificate; (3-16-04)

b. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of approved course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-16-04)

c. File a new Professional Development Plan for the next certification period. (3-16-04)

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~~d. This certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or submit verification of two hundred forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes and workshops or any equivalent combination thereof, and file a new Professional Development Plan for the next certification period.~~
(3-16-04)

~~03725.~~ -- 041. (RESERVED)

042. ALTERNATE ROUTES TO CERTIFICATION.

The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Para-Educators, ~~individuals who are currently certificated to teach but who are in need of emergency certification in another area,~~ and individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. Individuals who are currently certificated to teach but who are in need of emergency certification in another area may obtain an endorsement through an alternate route as described in subsection 021.02 of these rules.
(4-4-13)()

[Codified Section 043 is being moved and renumbered to proposed Subsection 042.01]

~~04301.~~ **Alternative Authorization -- Teacher To New Certification.** The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a professional position cannot be filled with someone who has the correct endorsement/certification. Alternative authorization in this area is valid for ~~up to three (3) years and is nonrenewable~~ one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total.
(5-8-09)()

~~01a. Initial Qualifications.~~ Prior to application, a candidate must hold a Bachelor's degree, and a valid Idaho teacher certificate without full endorsement in content area of need. The school district must provide supportive information attesting to the ability of the candidate to fill the position.
(5-8-09)()

~~02b. Alternative Route Preparation Program.~~ A candidate must participate in an approved alternative route preparation program.
(3-20-04)()

~~a. Option I—Teacher to New Certification/Endorsement.~~ (5-8-09)

i. ~~The~~ Ccandidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. ~~The~~ Ccandidate must complete a minimum of nine (9) semester credits annually to ~~be eligible for extension of up to a total of three (3) years~~ maintain eligibility for renewal.
(3-20-04)()

ii. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences.
(3-20-04)

~~iii. Candidate shall meet all requirements for the endorsement/certificate as provided herein.~~(3-20-04)

~~b. Option II—National Board (endorsement only). By earning National Board certification in content specific areas teachers may gain endorsement in a corresponding subject area.~~ (5-8-09)

~~c. Option III—Master's degree or higher (endorsement only). By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate.~~ (5-8-09)

~~d. Option IV—Testing and/or Assessment (endorsement only). Two (2) pathways are available to some teachers, depending upon endorsement(s) already held.~~ (5-8-09)

i. ~~Pathway 1—Endorsements may be added through state approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally requires the successful completion of a one (1) year state approved mentoring component.~~ (5-8-09)

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~~ii. Pathway 2—Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally requires the successful completion of a one (1) year state approved mentoring component and passing a final pedagogy assessment. (5-8-09)~~

[Codified Section 044 is being moved and renumbered to proposed Subsection 042.02]

04402. Alternative Authorization -- Content Specialist. The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for ~~three (3) years and is not renewable~~ one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-20-04)()

04a. Initial Qualifications. (3-20-04)

~~ai. Prior to application, a~~ candidate must hold a Bachelor's degree or have completed all of the requirements of a Bachelor's degree except the student teaching or practicum portion. (4-4-13)()

~~bii. The candidate shall meet enrollment qualifications of the alternative route preparation program. The hiring district shall ensure the candidate is highly and uniquely qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education.~~ (3-20-04)()

02b. Alternative Route Preparation Program -- College/University Preparation or Other State Board Approved Certification Program. (3-20-04)()

~~ai. At the time of authorization a~~ consortium comprised of a designee from the college/university to be attended or other state board approved certification program, and a representative from the school district, and the candidate shall determine the preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This preparation plan must include mentoring and a minimum of one (1) classroom observation per month ~~until certified~~ while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal. (3-20-04)()

~~bii. Prior to entering the classroom, t~~The candidate must complete s eight (8) to sixteen (16) weeks of accelerated study in education pedagogy prior to the end of the first year of authorization. The number of required weeks will be specified in the consortium developed plan. (3-20-04)()

~~ciii. At the time of authorization the c~~andidate ~~will~~ must enroll in and work toward completion of the alternative route preparation program through a participating college/university or other state board approved certification program, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions for annual renewal and to receive a recommendation for full certification. (3-20-04)()

~~d~~iv. The participating college/university or other state board approved certification program shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences. (3-20-04)()

~~e~~v. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment. (3-20-04)

[Codified Section 045 is being moved and renumbered to proposed Subsection 042.03]

04503. Non-Traditional Route to Teacher Certification. An individual may acquire interim certification as found in Section 0156 of these rules through an approved non-traditional route certification program. (3-20-14)()

~~01. Approval of the Program. The State Board of Education must approve any non-traditional route to~~

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~~teacher certification. The program must include, at a minimum, the following components:~~ (3-20-14)

- ~~a. Preassessment of teaching and content knowledge;~~ (4-6-05)
- ~~b. An academic advisor with knowledge of the prescribed instruction area; and~~ (4-6-05)
- ~~c. Exams of pedagogy and content knowledge.~~ (4-6-05)

~~02a. Eligibility.~~ Individuals who possess a bachelor's degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-20-14)()

~~03b. Requirements for Completion.~~ To complete this non-traditional route, the individual must: (3-20-14)

- ~~a.i.~~ Complete a Board approved program; (4-6-05)
- ~~b.ii.~~ Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)
- ~~c.iii.~~ Complete the Idaho Department of Education Criminal History Check. (4-6-05)

~~04c.~~ Interim Certificate. Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Bureau of Certification and Professional Standards. ~~The term of the interim certification shall be three (3) years.~~ During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year ~~a~~ teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. In the case where teachers start their mentoring program in the third year of their interim certificate, they must apply to the State Department of Education Teacher Certification Department for a waiver to complete the final year of their mentoring program for full certification. All laws and rules governing the fully certificated teachers with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate. (3-20-14)()

~~05d.~~ Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a full valid renewable Idaho ~~Teacher Certification~~ Educator Credential during the three (3) year interim certification term. (4-6-05)()

~~06e.~~ Types of Certificates and Endorsements. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-20-14)

~~046. (RESERVED)~~

[Codified Section 047 is being moved and renumbered to proposed Subsection 042.04]

~~04704. Alternative Authorization - Pupil Personnel Services.~~ The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a position requiring the Pupil Personnel Services certificate cannot be filled with someone who has the correct endorsement/certification. The exception to this rule is the Interim School Nurse endorsement and the Interim Speech Language Pathologist endorsement. The requirements for these endorsements are ~~already~~ defined in Subsections ~~027.04 and 027.08 respectively.~~ ~~015.04~~ of these rules. The alternate authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (4-11-15)()

~~01. Term of Validity.~~ ~~Alternative authorization in this area is valid for three (3) years and will be reviewed annually and is nonrenewable.~~ (4-2-08)

~~02a.~~ Initial Qualifications. The applicant must complete the following: (4-2-08)

~~a.i.~~ Prior to application, a candidate must hold a ~~Master's~~ degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (4-2-08)()

~~b.ii.~~ The employing school district must provide supportive information attesting to the ability of the candidate to fill the position. (4-2-08)

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03b. Alternative Route Preparation Program. (4-2-08)

a.i. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. The alternative route preparation program must include annual progress goals. (4-2-08)()

b.ii. The candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (4-2-08)

c.iii. The participating college/university or the State Department of Education will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (4-2-08)

d.iv. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

05. Alternate Authorization Renewal. Interim certification based on alternate route as provide for in these rules is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a full Idaho Educator Credential during the three (3) year interim certification term. Annual renewal will be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. ()

0483. -- 059. (RESERVED)

(BREAK IN CONTINUITY OF SECTIONS)

078. -- 089. (RESERVED)

[Codified Section 090 is being moved and renumbered to proposed Section 017]

091. -- 099. (RESERVED)

100. OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS. (Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs. The official vehicle for the approval of teacher education programs ~~will be~~ is the Council for the Accreditation of Educator Preparation (CAEP) and the approved Idaho Standards for the Initial Certification of Professional School Personnel. The Idaho Standards are based upon the accepted national standards for 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 take effect and must be implemented within a period not to exceed two (2) years after notification of such revision. (3-12-14)()

02. Non-Traditional Teacher Preparation Program. The State Board of Education must approve all non-traditional route to teacher certification programs. The programs must include, at a minimum, the following components ()

a. Pre-assessment of teaching and content knowledge; ()

b. An academic advisor with knowledge of the prescribed instruction area; ()

c. Exams of pedagogy and content knowledge; and ()

d. Be aligned to the Idaho Standards for the Initial Certification of Professional School Personnel. ()

023. Reference Availability. The Idaho Standards for the Initial Certification of Professional School Personnel, incorporated by reference in Subsection 004.01, are available for inspection on the Office of the State Board of Education's website at www.boardofed.idaho.gov. (3-29-12)

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034. Continuing Approval.

(3-29-12)

a. The state of Idaho will follow the ~~National~~ Council for Accreditation of ~~Teacher Education (NCATE)~~ Educator Preparation (CAEP) model by which institutions shall pursue continuing approval through a full program review every seven (7) years. The full program review shall be based upon the Idaho Standards for Initial Certification of Professional School Personnel. ~~(3-29-12)~~()

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. (3-29-12)

c. All approved non-traditional teacher preparation programs will be reviewed for continued approval on the same schedule as traditional teacher preparation programs. Reviews will include determination of continued alignment with the approved Idaho Standards for the Initial Certification of Professional School Personnel and effectiveness of program completers. ()

045. 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 review team expenses for on-site teacher preparation reviews from its budget. ~~(4-6-05)~~()

b. Requesting institutions pay for all ~~out-of-state~~ other expenses related to on-site teacher preparation program reviews, including the standards review. ~~(4-6-05)~~()

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IDAPA 08
TITLE 02
CHAPTER 02

08.02.02 - RULES GOVERNING UNIFORMITY

000. LEGAL AUTHORITY.

All rules in IDAPA 08.02.02, "Rules Governing Uniformity," are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (7-1-02)

001. TITLE AND SCOPE.

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

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

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretations of the rules of this chapter are available at the Office of the State Board of Education located at 650 W. State St., Room 307, Boise, Idaho 83702. (7-1-02)

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in these rules, administrative appeals are by written application to the State Board of Education pursuant to IDAPA 08.01.01, "Rules of the State Board of Education and Board of Regents of the University of Idaho – Administrative Procedures and Records," Section 050. (3-14-05)

004. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates by reference into its rules: (5-8-09)

01. Idaho Standards for the Initial Certification of Professional School Personnel as approved on August 14, 2014. Copies of this document can be found on the Office of the State Board of Education website at <http://www.boardofed.idaho.gov>. (3-27-15)

02. Standards for Idaho School Buses and Operations as approved on June 23, 2011. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise Idaho, 83702 and can also be accessed electronically at <http://www.sde.idaho.gov/site/transportation/library.htm>. (3-29-12)

03. Operating Procedures for Idaho Public Driver Education Programs as approved on August 14, 2014. The Operating Procedures for Idaho Public Driver Education Programs are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702 and can also be accessed electronically at http://www.sde.idaho.gov/site/driver_edu/forms_curriculum.htm. (3-27-15)

005. OFFICE -- OFFICE HOURS -- MAILING AND STREET ADDRESS.

The principal place of business of the State Board of Education (SBOE) and State Department of Education (SDE) is in Boise, Idaho. Both offices are located at 650 W. State, Boise Idaho 83702. The SDE is on the 2nd Floor, the SBOE is found in Room 307. Both offices are open from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. The mailing address for the SBOE is PO Box 83720, Boise, ID 83720-0037. The mailing address for the SDE is PO Box

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83720, Boise, ID 83720-0027. The SBOE phone number is (208) 334-2270 and the SDE phone number is (208) 332-6800. (7-1-02)

006. PUBLIC RECORDS ACT COMPLIANCE.

This rule has been promulgated in accordance with the Administrative Procedures Act, Title 67, Chapter 52, Idaho Code, and is a public record. (7-1-02)

007. DEFINITIONS.

01. Active Teacher. K-12 teacher with a valid Idaho certificate who is currently teaching in an Idaho K-12 classroom/school. (3-16-04)

02. Alternative Routes. Routes to teacher certification designed for candidates who want to enter the teaching profession from non-education professions or the para-educator profession, or for teachers lacking certification in a specific area defined as an emergency district need. (3-16-04)

03. Credential. The general term used to denote the document on which all of a person's educational certificates and endorsements are listed. The holder is entitled to provide educational services in any and/or all areas listed on the credential. (3-16-04)

04. Endorsement. Term used to refer to the content area or specific area of expertise in which a holder is granted permission to provide services. (3-16-04)

05. Idaho Student Achievement Standards. Standards of achievement for Idaho's K-12 students. See IDAPA 08.02.03, "Rules Governing Thoroughness." (3-16-04)

06. Individualized Professional Learning Plan. An individualized plan based on the Idaho framework for teacher as outlined in subsection 120 of these rules to include interventions based on the individual's strengths and areas of needed growth. ()

067. Institutional Recommendation. Signed form or written verification from an accredited institution with an approved teacher preparation program stating that an individual has completed the program, received a basic or higher rating in all twenty-two (22) components of the Idaho framework for teaching evaluation, has and individualized professional learning plan, has demonstrated measurable student achievement and the ability to create student learning objectives, and is now being recommended for state certification. (3-16-04)

08. Local Education Agency (LEA). An Idaho public school district or charter school pursuant to Section 33-5203(7), Idaho Code.

0789. Orientation. School district/school process used to acquaint teachers new to district/school on its policies, procedures and processes. (3-16-04)

08910. Para-Educator. Aides and assistants employed by school districts to supplement instruction and provide additional assistance to students. (3-16-04)

091011. Pedagogy. Teaching knowledge and skills. (3-16-04)

1412. Student Learning Objective (SLO). A measurable, long-term academic growth target that a teacher sets at the beginning of the year for all student or for subgroups of students. SLOs demonstrate a teachers' impact on student learning within a given interval of instruction based upon baseline data gathered at the beginning of the course.

10213. Teacher Leader. A ~~master~~ teacher who facilitates the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. (4-4-13)

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008. -- 011. (RESERVED)

012. ACCREDITED INSTITUTION.

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

013. CERTIFICATION OF TEACHERS TRAINED IN FOREIGN INSTITUTIONS.

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

01. Determination of Eligibility. Determination of eligibility for certification will be made by the State Department of Education as the agent of the State Board of Education. Appeals may be made to the Professional Standards Commission, (PSC). (Section 33-1209, Idaho Code) (3-16-04)

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

014. CERTIFICATES ISSUED TO APPLICANTS FROM REGIONALLY ACCREDITED INSTITUTIONS.

01. The Department of Education. The department of education is authorized to issue Idaho Certificates to applicants from regionally accredited institutions meeting requirements for certification or equivalent (i.e., those based on a bachelor's degree) in other states when they substantially meet the requirements for the Idaho Certificate. (Sections 33-1203; 33-2203 Idaho Code) (3-16-04)

02. The State Division of Professional-Technical Education. The state division of professional-technical education is authorized to determine whether applicants meet the requirements for instructing or administering professional-technical programs at the secondary and postsecondary levels. (Section 33-2203, Idaho Code) (3-16-04)

~~**015. IDAHO INTERIM CERTIFICATE.**~~

~~[HP1]~~

~~**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 may be issued a nonrenewable three 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. (3-29-12)~~

~~**03. Foreign Institutions.** An educator having graduated from a foreign institution that is listed in the~~

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~~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-year interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (4-2-08)~~

016015. IDAHO EDUCATOR CREDENTIAL.

The State Board of Education authorizes the State Department of Education to issue certificates and endorsements to those individuals meeting the specific requirements for each area provided herein. ~~(Section 33-1201, Idaho Code)~~
(3-16-04)

~~**01. Renewal Requirement – Mathematics In Service Program.** In order to recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction”, or another State Department of Education approved alternative course, shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Teachers and administrators shall take one (1) of the three (3) courses developed that each teacher deems to be most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of Subsection 060.03.e. of this rule, regardless of whether such course is part of any official transcript. Successful completion of state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.01.a. through 016.01.e. shall successfully complete the “Mathematical Thinking for Instruction” course in order to recertify: (3-20-14)~~

~~**a.** Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3) who is employed in an elementary classroom (multi-subject classroom, K-8); (3-29-10)~~

~~**b.** Each teacher holding a Standard Elementary Certificate (K-8) who is employed in an elementary classroom (multi-subject classroom K-8); (3-20-14)~~

~~**c.** Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I who is employed in an elementary classroom (multi-subject classroom K-8); (3-20-14)~~

~~**d.** Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed in an elementary classroom (multi-subject classroom K-8); and (3-20-14)~~

~~**e.** Each school administrator holding an Administrator Certificate (Pre-K-12) who is employed in an elementary classroom (multi-subject classroom K-8), including all school district and charter administrators. (3-20-14)~~

~~**02. Out-of-State Applicants – Mathematical Thinking for Instruction.** (4-4-13)~~

~~**a.** Out of state applicants shall take the state approved mathematics instruction course titled “Mathematical Thinking for Instruction” as a certification requirement. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). (3-29-10)~~

~~**b.** Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Mathematics In-service program requirement. (4-4-13)~~

~~**03. Waiver of Mathematics In Service Program.** When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an~~

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~~educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3 20 14)~~

~~**04. Renewal Requirement – Idaho Comprehensive Literacy Course.** In order to recertify, a state approved Idaho Comprehensive Literacy Course shall be required. Successful completion of a state approved Idaho Comprehensive Literacy course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.04.a. through 016.04.e. shall successfully complete an Idaho Comprehensive Literacy course in order to recertify: (4 4 13)~~

~~**a.** Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth–Grade 3) who is employed in an elementary classroom (multi-subject classroom, K–8); (4 4 13)~~

~~**b.** Each teacher holding a Standard Elementary Certificate (K–8) who is employed in an elementary classroom (K–8); and (3 20 14)~~

~~**c.** Each teacher holding a Standard Exceptional Child Certificate (K–12) who is employed in a K–12 classroom. (3 20 14)~~

~~**05. Out of State Applicants – Idaho Comprehensive Literacy Course.** (3 20 14)~~

~~**a.** Out of state applicants shall take a state approved Idaho Comprehensive Literacy Course as a certification requirement. (3 20 14)~~

~~**b.** Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3 20 14)~~

~~**017. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.**~~

~~**01. Assessments.** State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4 2 08)~~

~~**02. Out of State Waivers.** An out-of-state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (4 2 08)~~

~~**03. Idaho Comprehensive Literacy Assessment.** All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate competency in comprehensive literacy. Areas to be included as parts of the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4 7 11)~~

~~**04. Technology Assessment.** All applicants for initial Idaho certification (Kindergarten through grade~~

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~~twelve (12)) from an Idaho approved teacher education program must demonstrate proficiency in relevant technology skills and practices to enhance classroom management and instruction. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure understanding and the ability to apply strategies and beliefs about the integration of technology based on current research and best practices congruent with the International Society for Technology in Education professional teaching standards, the National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)~~

018.01. STANDARD ELEMENTARY CERTIFICATE.

A Standard Elementary Certificate makes an individual eligible to teach grades Kindergarten (K) through eight (8), and may be issued to any person who has a bachelor's degree from an accredited college or university and who meets the following requirements: (3-16-04)

~~01a. General Education Requirements.~~ Completion of the general education requirements at an accredited college or university is required. (3-30-07)

~~02b. Meets the following Professional-professional Education Rrequirements.;~~ (3-30-07)

~~ai.~~ A minimum of twenty-four (24) semester credit hours, or thirty-six (36) quarter credit hours, in the philosophical, psychological, ~~and~~ methodological foundations, instructional technology, and in the professional subject matter of elementary education, which shall include at least six (6) semester credit hours, or nine (9) quarter credit hours, in developmental reading and its application to the content area. (3-16-04)

~~bii.~~ The required minimum credit hours must include Aat least six (6) semester credit hours, or nine (9) quarter credit hours, of ~~elementary~~-student teaching or two (2) years of satisfactory experience as a teacher in grades K-8. (3-16-04)

~~03c. Additional Requirements.~~ An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades Kindergarten (K) through eight (8). (3-16-04)

~~04d. Area of Endorsement.~~ All individuals, who begin an Idaho approved preparation program after July 1, 2013, seeking a Standard Elementary Certificate shall complete the requirements for a subject area endorsement as outlined under requirements for a Standard Secondary Certificate. An endorsement allowing teaching of that subject through grade ~~nine-eight (98)~~ or a K-12 endorsement shall be added to the Standard Elementary Certificate. (3-12-14)

~~05e. Proficiency.~~ Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate ~~shall-must~~ meet or exceed the state qualifying score on approved elementary or secondary content area and pedagogy assessments. (3-16-04)

020. STANDARD SECONDARY CERTIFICATE.

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

~~01a. General Education Requirements.~~ Completion of the general education requirements at an accredited college or university is required. (3-30-07)

~~02b. Professional Education Requirements.~~ (3-30-07)

~~ai.~~ A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional

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subject matter of secondary education, which must include at least three (3) semester credit hours, or four (4) quarter credit hours, of reading in the content area. (3-16-04)

bii. The required twenty (20) semester credit hours, or thirty (30) quarter credit hours, must also include at least six (6) semester credit hours, or nine (9) quarter credit hours, of secondary student teaching or two (2) years of satisfactory experience as a teacher in grades six (6) through twelve (12). (3-16-04)

03c. Teaching Field Requirements. Preparation in at least two (2) fields of secondary teaching: a first teaching field of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, and a second teaching field of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the first teaching field or second teaching field requirements. (3-30-07)

04d. Additional Requirements. An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades six (6) through twelve (12). (3-16-04)

05e. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must have a qualifying score on an approved content area assessment in any area(s) for which the certificate or endorsement(s) will be applied. (3-16-04)

019-03. Blended Early Childhood Education/ Early Childhood Special Education Blended-Certificate.
~~An Blended Early Childhood / Early Childhood Special Education Blended-Certificate is non-categorical and~~ makes an individual eligible to teach in any early childhood educational setting for youth from birth to grade three (3), including those who are at-risk or have developmental delays. ~~The Early Childhood / Early Childhood Special Education Blended-Certificate~~ This certificate may be issued to any person with a bachelor's baccalaureate degree from an accredited college or university and who meets the following minimum requirements: (3-16-04)

01a. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. (3-30-07)

02b. Meets the following Professional-professional Education Requirements. (3-16-04)

ai. A minimum of thirty (30) semester credit hours, or forty-five (45) quarter credit hours, in the philosophical, psychological, and methodological foundations, in instructional technology, and in the professional subject matter of early childhood and early childhood-special education. The professional subject matter of early childhood and early childhood-special education shall include course work specific to the young child from birth through grade three (3) in the areas of child development and learning; curriculum development and implementation; family and community relationships; assessment and evaluation; professionalism; and, application of technologies. (3-16-04)

bii. The required thirty (30) semester credit hours, or forty-five (45) quarter credit hours, shall include not less than six (6) semester credit hours, or nine (9) quarter credit hours, of early childhood student teaching and three (3) semester credit hours, or four (4) quarter credit hours, of developmental reading. (3-16-04)

03c. Additional Requirements. An institutional recommendation from an accredited college or university, ~~and passage of the Idaho Comprehensive Literacy Exam.~~ (3-16-04)

04d. Proficiency. Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate shall meet or exceed the state qualifying score on approved early-childhood assessments. (3-16-04)

~~**020. STANDARD SECONDARY CERTIFICATE.**
A Standard Secondary Certificate makes an individual eligible to teach in grades six (6) through twelve (12). A Secondary Certificate may be issued to any person with a bachelor's degree from an accredited college or university~~

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~~and who meets the following minimum requirements:~~ (3-16-04)

~~**01. General Education Requirements.** Completion of the general education requirements at an accredited college or university is required.~~ (3-30-07)

~~**02. Professional Education Requirements.**~~ (3-30-07)

~~**a.** A minimum of twenty (20) semester credit hours, or thirty (30) quarter credit hours, in the philosophical, psychological, and methodological foundations, instructional technology, and in the professional subject matter of secondary education, which must include at least three (3) semester credit hours, or four (4) quarter credit hours, of reading in the content area.~~ (3-16-04)

~~**b.** The required twenty (20) semester credit hours, or thirty (30) quarter credit hours, must also include at least six (6) semester credit hours, or nine (9) quarter credit hours, of secondary student teaching or two (2) years of satisfactory experience as a teacher in grades six (6) through twelve (12).~~ (3-16-04)

~~**03. Teaching Field Requirements.** Preparation in at least two (2) fields of secondary teaching: a first teaching field of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, and a second teaching field of at least twenty (20) semester credit hours, or thirty (30) quarter credit hours. Preparation of not less than forty-five (45) semester credit hours, or sixty-seven (67) quarter credit hours, in a single subject area may be used in lieu of the first teaching field or second teaching field requirements.~~ (3-30-07)

~~**04. Additional Requirements.** An institutional recommendation from an accredited college or university or verification of two (2) years of teaching experience in grades six (6) through twelve (12).~~ (3-16-04)

~~**05. Proficiency.** Proficiency in areas noted above is measured by completion of the credit hour requirements provided herein. Additionally, each candidate must have a qualifying score on an approved content area assessment in any area(s) for which the certificate or endorsement(s) will be applied.~~ (3-16-04)

02834. Exceptional Child Certificate.

Holders of this certificate are authorized to work with children who have been identified as having an educational impairment.

(3-16-04)

~~**01a. General Education Requirements.**~~ Education Requirements. Completion of the general education requirements at an accredited college or university is required and six (6) or more semester credit hours, or nine (9) or more quarter credit hours of student teaching in a special education setting. (3-30-07)

~~**02b. Exceptional Child Generalist Endorsement (K-12).**~~ The Exceptional Child Generalist K-12 endorsement is non-categorical and allows one (1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include an internship and student teaching in an elementary or secondary special education setting. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: (4-4-13)

~~**ai.**~~ Completion of a baccalaureate degree from an accredited college or university. (3-16-04)

~~**bii.**~~ Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (3-16-04)

~~**ciii.**~~ Completion of thirty (30) semester credit hours in special education, or closely related areas, as part

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of an approved special education program. (3-16-04)

div. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-16-04)

03d.c. Early Childhood Special Education Endorsement (Pre-K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement and is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. To be eligible for an Exceptional Child Certificate with an Early Childhood Special Education (Pre-K-3) endorsement, a candidate must have satisfied the following requirements: (4-7-11)

ai. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: Child development and behavior with emphasis in cognitive-language, physical, social and emotional areas, birth through age eight (8); Curriculum and program development for young children ages three to eight (3-8); Methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); Guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); Identifying and working with atypical young children ages three to eight (3-8) Parent-teacher relations; and, Field work to include an internship and student teaching at the Pre-K - 3 grades. (4-7-11)

04d. Deaf/Hard of Hearing Endorsement (K-12). Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements: (4-11-15)

ai. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)

bii. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (4-11-06)

ei. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (4-11-06)

div. Completion of a program of a minimum of thirty-three (33) semester credit hours in the area of Deaf/Hard of Hearing. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-15)

05e. Visual Impairment Endorsement (K-12). Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (4-11-06)

ai. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)

bii. Completion in an Idaho college or university of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion in an out-of-state college or university of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (4-11-15)

ei. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual

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Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-06)

div. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (4-11-15)

027045. 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)

~~01a.~~ 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)

~~ai.~~ Hold a master's degree and provide verification of completion of an approved program of graduate study in school 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. 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. (4-11-15)

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

~~02b.~~ 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. 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: (3-29-12)

~~ai.~~ 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)

~~bii.~~ 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)

~~eiii.~~ 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)

~~div.~~ Earn a current and valid National Certification for School Psychologists (NCSP) issued by the National Association of School Psychologists (NASP). (3-29-12)

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~~03c.~~ 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 ~~027.03.015.04.ac.i.~~ or ~~027.03.b015.04.c.ii~~ in addition to the requirement of Subsection ~~027.03.e015.04.c.iii.~~ (3-29-10)

~~ai.~~ 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)

~~bii.~~ 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.(1)~~ Health program management; (5-8-09)

~~ii.(2)~~ Child and adolescent health issues; (5-8-09)

~~iii.(3)~~ Counseling, psychology, or social work; or (5-8-09)

~~iv.(4)~~ Methods of instruction. (5-8-09)

~~e.iii.~~ 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.d.~~ 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)

~~05e.~~ 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)

~~06f.~~ 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)

~~07g.~~ 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)

~~ai.~~ A master's degree in social work from a postsecondary institution accredited by an organization recognized in 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)

~~bii.~~ 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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08h. **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)

02656. Administrator Certificate.

Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice-principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator Certificate. Proof of proficiency in evaluating teacher performance shall be required of all Administrator Certificate holders. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as an initial certification requirement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)

01a. School Principal Endorsement (Pre-K-12). To be eligible for an Administrator Certificate endorsed for School Principal Pre-K-12, a candidate must have satisfied the following requirements: (3-16-04)

ai. Hold a master's degree from an accredited college or university. (3-16-04)

bii. Have four (4) years of full-time certificated experience working with students, Pre-K-12, while under contract in an accredited school setting. (3-30-07)

ei. Have completed an administrative internship in a state-approved program, or have one (1) year of experience as an administrator in grades Pre-K-12. (3-30-07)

div. Provide verification of completion of a state-approved program of at least thirty (30) semester credit hours, forty-five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)

ev. An institutional recommendation is required for a School Principal Pre-K-12 Endorsement. (3-16-04)

02b. Superintendent Endorsement. To be eligible for an Administrator Certificate with a Superintendent endorsement, a candidate must have satisfied the following requirements: (3-16-04)

ai. Hold an education specialist or doctorate degree or complete a comparable post-master's sixth year program at an accredited college or university. (3-16-04)

bii. Have four (4) years of full-time certificated/licensed experience working with Pre-K-12 students while under contract in an accredited school setting. (3-30-07)

ei. Have completed an administrative internship in a state-approved program for the superintendent endorsement or have one (1) year of out-of-state experience as an assistant superintendent or superintendent in grades Pre-K-12. (3-30-07)

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div. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty-five (45) quarter credit hours, of post-master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)

ev. An institutional recommendation is required for a School Superintendent Endorsement. (3-16-04)

03c. Director of Special Education and Related Services Endorsement (Pre-K-12). **To** be eligible for an Administrator Certificate endorsed for Director of Special Education and Related Services Pre-K-12, a candidate must have satisfied all of the following requirements: (3-16-04)

ai. Hold a master's degree from an accredited college or university. (3-16-04)

b.ii. Have four (4) years of full-time certificated/licensed experience working with students Pre-K-12, while under contract in a school setting. (3-16-04)

eiii. Obtain college or university verification of demonstrated the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)

div. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Concepts of Least Restrictive Environment; Post-School Outcomes and Services for Students with Disabilities Ages Three (3) to Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community-Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping. (3-30-07)

ev. Have completed an administrative internship/practicum in the area of administration of special education and related services. (3-16-04)

fvi. An institutional recommendation is required for Director of Special Education and Related Services Pre-K-12 Endorsement. (3-16-04)

034067. Certification Standards For Professional-Technical Educators.

Teachers of professional-technical classes or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a ~~Secondary~~ Teaching Certificate or on an Occupational Specialist Certificate. For postsecondary instructors and administrators, certification fees are set by the State Board for Professional-Technical Education, and application processes are managed by the Division of Professional-Technical Education. (3-16-04)

035078. Degree Based Professional-Technical Certification

01a. ~~Teacher Preparation Through Degreed Program.~~ Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: Agricultural Science ~~&and~~ Technology; Business Technology Education; Family ~~&and~~ Consumer Sciences; Marketing Technology Education; and Technology Education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated four-thousand

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(4,000) clock hours of related work experience or shall have completed an approved practicum in their respective field of specialization. (3-16-04)

~~02b.~~ **Professional-Technical Administrator Certificate.** The Professional-Technical Administrator certificate is required for an individual serving as an administrator, director, manager or coordinator of professional-technical education at the state, secondary or postsecondary level. Individuals must meet the following prerequisites to qualify for the Professional-Technical Administrator Certificate. Equivalence in each area will be determined on an individual basis by the State Division of Professional-Technical Education. (3-16-04)

~~ai.~~ Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on the secondary teaching credential; (3-16-04)

~~bii.~~ Provide evidence of a minimum of three (3) years' teaching in an occupational discipline; (3-16-04)

~~ciii.~~ Hold a master's degree; and, (3-16-04)

~~div.~~ Completed at least fifteen (15) semester credits of administrative course work. Applicants must have completed: financial aspects of professional-technical education; administration of personnel; and legal aspects of professional-technical education. Additional course work can be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work-based learning programs; and/or measurement and evaluation. (3-16-04)

~~ev.~~ To renew the Professional-Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for professional-technical teachers. (3-16-04)

~~03c.~~ **Work-Based Learning Coordinator Endorsement.** Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Secondary Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-16-04)

~~04d.~~ **Career Counselor Endorsement.** The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Personnel Services Certificate endorsed Counselor K-12 and who have satisfied the following professional technical requirement: Career Pathways and Professional Technical Guidance; Principles/Foundations of Professional-Technical Education; and Theories of Occupational Choice. (3-16-04)

~~036089.~~ **Industry Based Professional-Technical Certification; Occupational Specialist Certificate.** The Occupational Specialist Certificate is an industry based professional-technical certifications. Persons who need to hold the Occupational Specialist Certificate include: secondary educators assigned to Health Occupations/Professions Education and to Trades & Industry Education/Technical Sciences; those in specialized occupational areas where specific degree-granting professional technical teacher education programs do not exist; and postsecondary professional-technical educators who teach courses to with niene (9) - to twelve (12) students per class. (3-16-04)

~~01a.~~ **General Requirements.** Applicants must: be eighteen (18) years of age; document full-time, successful, recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-16-04)

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ai. Have sixteen-thousand (16,000) hours of full-time, successful, recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit can be counted toward the eight (8) years on a month-to-month basis for journeyman training and/or postsecondary training successfully completed as a full-time student in an approved/approvable, postsecondary, professional-technical education program. (3-16-04)

bii. Have a bachelor's degree in the specific occupation or related area, plus six-thousand (6,000) hours of full-time, successful, recent, gainful employment in the occupation. (3-16-04)

ei. Meet one (1) of the following: (3-16-04)

i.(1) Have at least journeyman level plus two (2) years of recent, full-time, gainful, related work experience. A person who has completed a formal apprenticeship program in the occupation or related area for which certification is requested. The apprenticeship must be under the direction of an employer and the Bureau of Apprenticeship and Training or an approved State Apprenticeship Agency; (3-16-04)

ii.(2) Pass approved state or national certification/certification examination plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis); or (3-16-04)

iii.(3) Pass approved industry related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis). If no competency test exists, a written recommendation from a representative occupational advisory council/committee and recorded in its minutes is required to verify occupational competence. (3-16-04)

02.b. Limited Occupational Specialist Certificate. This certificate is issued to individuals who are new to teaching trades and health occupations professions in public schools. The certificate is valid for three (3) years and is non-renewable. (3-16-04)

ai. Within the first eighteen (18) months, the holder must complete the pre-service workshop sponsored by the State Division of Professional-Technical Education and an approved course in professional technical methods and student assessment. (3-16-04)

b.ii. Complete a new-teacher induction workshop at the state or district level. (3-16-04)

ei. File a Professional Development Plan with the State Division of Professional-Technical Education. (3-16-04)

div. Within the three (3) year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete course work which includes competencies in four (4) of the following: Principles/Foundations of Occupational Education; Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; Measurement and Evaluation; and Methods of Teaching Occupational Education. (3-16-04)

03.c. Standard Occupational Specialist Certificate. This certificate is issued to individuals who have completed course work equivalent to that required of the Limited Occupational Specialist Certificate. The certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or verification of two hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes, or workshops or any equivalent combination thereof, and file of a Professional Development Plan for the next certification period. (3-16-04)

04.d. Advanced Occupational Specialist Certificate. This certificate is issued to individuals who meet all the requirements outlined below: (3-16-04)

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ai. Meet the requirements for the Standard Occupational Specialist Certificate; (3-16-04)

bii. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of approved course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-16-04)

eiii. File a new Professional Development Plan for the next certification period. (3-16-04)

div. This certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or submit verification of two hundred-forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes and workshops or any equivalent combination thereof, and file a new Professional Development Plan for the next certification period. (3-16-04)

0320910. POSTSECONDARY SPECIALIST.

A Postsecondary Specialist certificate will be granted to a current faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state-issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. (3-26-08)

01a. **Renewal.** This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-26-08)

02b. **Fees.** The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-26-08)

03c. **Qualifications.** The candidate must: (3-26-08)

ai. Hold a master's degree or higher in the content area being taught; (3-26-08)

bii. Be currently employed by the post secondary institution in the content area to be taught; and (3-26-08)

eiii. Complete and pass a criminal history check as required according to Section 33-130, Idaho Code. (3-26-08)

0251011. American Indian Language (Section 33-1280, Idaho Code).

Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (4-9-09)

01a. **Process the Application.** The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (4-9-09)

02b. **Approval Has Been Received.** Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a forty dollar (\$40) fee for undergoing a criminal history check pursuant to Section 33-130, Idaho Code. (4-9-09)

03c. **Office of Certification.** The Office of Certification will review the application and verify the

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applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (4-9-09)

031.12. Junior Reserved Officer Training Corps (Junior ROTC) Instructors.

01a. List of Names. Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training program to qualify as Junior ROTC instructors in high schools. (4-11-06)

02b. Notarized Copy. Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion. (4-11-06)

03c. Authorization Letter. Upon receiving the items identified in Subsections 031.01a and 031.02b, the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (4-11-06)

1213. Additional Renewal Requirements. In addition to specific certificate or endorsement renewal requirements, applicants must meet the following renewal requirements as applicable:

01a. Renewal Requirement—Mathematics In-Service Program. In order to recertify, the state approved mathematics instruction course titled “Mathematical Thinking for Instruction”, or another State Department of Education approved alternative course, shall be required. The “Mathematical Thinking for Instruction” course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Teachers and administrators shall take one (1) of the three (3) courses developed that ~~each teacher deems to be~~ most closely aligned with their current assignment prior to September 1, 2014. Any teacher or administrator successfully completing said course shall be deemed to have met the requirement of Subsection 060.03.c. of this rule, regardless of whether such course is part of any official transcript. Successful completion of a state approved mathematics instruction course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following ~~individuals listed in Subsection 016.01.a. through 016.01.e. shall~~ must successfully complete the “Mathematical Thinking for Instruction” course in order to recertify: (3-20-14)

ai. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed ~~in by an elementary classroom (multi subject classroom K-8) school district or charter school;~~ (3-29-10)

bii. Each teacher holding a Standard Elementary Certificate (K-8) who is employed ~~in by an elementary classroom (multi subject classroom K-8) school district or charter school;~~ (3-20-14)

eiii. Each teacher holding a Standard Secondary Certificate (6-12) teaching in a math content classroom (grade six (6) through grade twelve (12)) including Title I who is employed ~~in by an elementary classroom (multi subject classroom K-8) school district or charter school;~~ (3-20-14)

div. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed ~~in by an elementary classroom (multi subject classroom K-8) school district or charter school; and~~ (3-20-14)

ev. Each school administrator holding an Administrator Certificate (Pre K-12) who is employed ~~in by an elementary classroom (multi subject classroom K-8) ; including all school district and/or charter administrators school.~~ (3-20-14)

03b. Waiver of Mathematics In-Service Program. When applying for certificate renewal, an automatic waiver of the mathematics in-service program requirement shall be granted for any certificated individual living

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outside of the state of Idaho who is not currently employed as an educator in the state of Idaho. This waiver applies only as long as the individual remains outside the state of Idaho or as long as the individual is not employed as an educator in the state of Idaho. Upon returning to Idaho or employment in an Idaho public school, the educator will need to complete this requirement prior to the next renewal period. (3-20-14)

04c. Renewal Requirement — Idaho Comprehensive Literacy Course. In order to recertify, a state approved Idaho Comprehensive Literacy Course shall be required. Successful completion of a state approved Idaho Comprehensive Literacy course shall be a one-time requirement for renewal of certification for those currently employed in an Idaho school district and shall be included within current requirements for continuing education for renewal. The following individuals listed in Subsection 016.04.a. through 016.04.c. shall must successfully complete an Idaho Comprehensive Literacy course in order to recertify: (4-4-13)

ai. Each teacher holding an Early Childhood/Early Childhood Special Education Blended Certificate (Birth - Grade 3) who is employed in by an elementary classroom (multi subject classroom, K-8) school district or charter school; (4-4-13)

bii. Each teacher holding a Standard Elementary Certificate (K-8) who is employed in by an elementary classroom (K-8) school district or charter; and (3-20-14)

ciii. Each teacher holding a Standard Exceptional Child Certificate (K-12) who is employed in by a K-12 classroom school district or charter school. (3-20-14)

d. Administrator certificate renewal. In order to recertify, holders of an administrator certificate must complete a course consisting of a minimum of three (3) semester credits in the Idaho framework for teachers' evaluation pursuant to section 33-1204, Idaho code. Credits must be earned through an approved teacher preparation program and include a laboratory component.

0165. 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 or engaged in an alternate route to authorization as prescribed herein. An interim certificate is nonrenewable except under extenuating circumstances approved by the State Department of Education. (4-2-08)

05. Interim Certificate Not Renewable. Interim certification is only available on a one (1) time basis per individual. It will be the responsibility of the individual to meet the requirements of the applicable alternate authorization route and to obtain a full Idaho Educator Credential during the three (3) year interim certification term.

a.02. 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 Idaho Comprehensive Literacy course shall be a one-time requirement for full certification. (4-7-11)

a. Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Comprehensive Literacy Course requirement. (3-20-14)

03. Mathematical Thinking for Instruction. Out-of-state applicants shall take the state approved mathematics instruction course titled "Mathematical Thinking for Instruction" as a certification requirement. The "Mathematical Thinking for Instruction" course consists of three (3) credits (or forty-five (45) contact hours of in-service training). Those individuals who qualify for an Idaho certificate through state reciprocity shall be granted a three-year, non-renewable, interim certificate to allow time to meet the Idaho Mathematics In-service program requirement. (4-4-13)

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04. 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)

0205. Reinstatement of Expired Certificate. An individual holding an expired Idaho certificate may be issued a nonrenewable three-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. (3-29-12)

0306. 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-year interim certificate. The applicant must also complete the requirements listed in Section 013 of these rules. (4-2-08)

09017. INTERSTATE CERTIFICATION COMPACT.

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

017018. CONTENT, PEDAGOGY AND PERFORMANCE ASSESSMENT FOR CERTIFICATION.

01. Assessments. State Board of Education approved content, pedagogy and performance area assessments shall be used in the state of Idaho to ensure qualified teachers are employed in Idaho's classrooms. The Professional Standards Commission shall recommend assessments and qualifying scores to the State Board of Education for approval. (4-2-08)

02. Out-of-State Waivers. An out-of-state applicant for Idaho certification holding a current certificate may request a waiver from the above requirement. The applicant shall provide evidence of passing a state approved content, pedagogy and performance area assessment(s) or hold current National Board for Professional Standards Teaching Certificate. (4-2-08)

03. Idaho Comprehensive Literacy Assessment. All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate competency in comprehensive literacy. Areas to be included as parts of the assessment are: phonological awareness, phonics, fluency, vocabulary, comprehension, writing, and assessments and intervention strategies. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure teaching skills and knowledge congruent with current research on best literacy practices for elementary students or secondary students (adolescent literacy) dependent upon level of certification and English Language Learners. In addition the assessment must measure understanding and the ability to apply strategies and beliefs about language, literacy instruction, and assessments based on current research and best practices congruent with International Reading Association/National Council of Teachers of English standards, National English Language Learner's Association professional teaching standards, National Council for Accreditation of Teacher Education standards, and state accreditation standards. (4-7-11)

04. Technology Assessment. All applicants for initial Idaho certification (Kindergarten through grade twelve (12)) from an Idaho approved teacher education program must demonstrate proficiency in relevant technology skills and practices to enhance classroom management and instruction. Each Idaho public higher education institution shall be responsible for the assessment of teacher candidates in its teacher preparation program. The assessment must measure understanding and the ability to apply strategies and beliefs about the integration of technology based on current research and best practices congruent with the International Society for Technology in Education professional teaching standards, the National Council for Accreditation of Teacher Education standards, and state accreditation

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standards. (4-7-11)

019-020 (Reserved)

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. Idaho preparation programs shall prepare candidates for endorsements in accordance with the Idaho Standards for Initial Certification of Professional School Personnel. 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. (4-4-13)

01. Clinical Experience Requirement. All endorsements require supervised teaching experience in the relevant content area, or a State Department of Education approved alternative clinical experience. (3-12-14)

~~02.~~ **Alternate Authorization Preparation Program.** Candidates shall meet all requirements for the endorsement/certificate as provided herein. (3-20-04)

~~ba.~~ **Option II - National Board (endorsement only).** By earning National Board Certification in content specific areas teachers may gain endorsement in a corresponding subject area. (5-8-09)

~~eb.~~ **Option III - Master's degree or higher (endorsement only).** By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate. (5-8-09)

~~dc.~~ **Option IV/III - Testing and/or Assessment (endorsement only).** Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (5-8-09)

~~i.~~ **Pathway 1 - Endorsements may be added through state-approved testing and a mentoring component.** The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally requires the successful completion of a one (1)-year state-approved mentoring component. (5-8-09)

~~ii.~~ **Pathway 2 - Endorsements may be added through state-approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced.** The appropriate test must be successfully completed within the first year of the authorization. Additionally requires the successful completion of a one (1)-year state-approved mentoring component and passing a final pedagogy assessment. (5-8-09)

022. ENDORSEMENTS A - D.

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

a. Forty-five (45) semester credit hours including course work in each of the following areas: agriculture education; agriculture mechanics; agriculture business management; soil science; animal science; and plant science. (3-16-04)

b. Occupational teacher preparation coursework that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

02. American Government /Political Science (6-12). Twenty (20) semester credit hours to include: a

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minimum of six (6) semester credit hours in American Government, six (6) semester credit hours in U.S. History Survey, and a minimum of three (3) semester credit hours in Comparative Government. Remaining course work must be selected from Political Science. Course work may include three (3) semester credit hours in World History Survey. (4-11-06)

03. Art (K-12 or 6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Visual Arts Teachers in the area of Art to include a minimum of nine (9) semester credit hours in: Foundation Art and Design. Additional course work must include at least two (2) Studio Areas and Secondary Arts Methods. To obtain an Art (K-12) endorsement, applicants holding a Secondary Certificate must complete an elementary methods course. (4-7-11)

04. Bilingual Education (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Bilingual Education Teachers to include all of the following: at least nine (9) upper division semester credit hours in one (1) Modern Language other than English, including writing and literature, and advanced proficiency according to the American Council on the Teaching of Foreign Languages (ACTFL) guidelines; cultural diversity; ENL/Bilingual Methods; second language acquisition theory and practice; Foundations of ENL/Bilingual Education, Federal and State Law, Testing/identification of Limited English Proficient Students; at least two (2) semester credit hours in Bilingual Practicum; and three (3) semester credit hours in a Bilingual Education related elective (ex: linguistics, critical pedagogy, parent involvement). (4-4-13)

05. Biological Science (6-12). Twenty (20) semester credit hours to include at least six (6) semester credit hours of course work in each of the following areas: Botany and Zoology. (3-16-04)

06. Business Technology Education (6-12). (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: accounting; computer and technical applications in business; economics; methods of teaching business education; Professional-Technical Student Organization (PTSO) leadership; business communication/writing; and office procedures. Additional competencies may be satisfied through the following: entrepreneurship; finance; marketing; business law; and/or career guidance. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

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

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

a. Option I: Twenty (20) semester credit hours to include Methods of Teaching Speech/Communications plus course work in at least four (4) of the following areas: Interpersonal Communication/Human Relations; Argumentation/Personal Persuasion; Group Communications; Nonverbal Communication; Public Speaking; and Drama/Theater Arts. (3-16-04)

b. Option II: Possess an English endorsement plus at least twelve (12) semester credit hours distributed among the following: Interpersonal Communication/Human Relations, Public Speaking, and Methods of Teaching Speech/Communication. (3-16-04)

09. Computer Science (6-12). Twenty (20) semester credit hours of course work in Computer Science, including course work in the following areas: data representation and abstraction; design, development, and testing algorithms; software development process; digital devices systems network; and the role of computer science and its impact on the modern world. ()

0210. Consulting Teacher/Teacher Leader Endorsement.
Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the

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selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. This endorsement is valid for five (5) years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP). (4-4-13)

~~01.a.~~ Special Education Consulting Teacher - Eligibility for Endorsement. To be eligible for a Special Education Consulting Teacher endorsement on the Standard Exceptional Child Certificate, the Early Childhood /Early Childhood Special Education Blended Certificate (Birth-Grade 3), the Standard Elementary Certificate or the Standard Secondary Teaching Certificate, a candidate must have satisfied the following requirements: (3-29-10)

~~ai.~~ Education Requirements. Qualify for or hold a Standard Exceptional Child Certificate and qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), and hold a master's degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated content competencies in the following areas: (4-4-13)

~~i(1).~~ Assessment of learning behaviors; (4-4-13)

~~ii(2).~~ Individualization of instructional programs based on educational diagnosis; (4-4-13)

~~iii(3).~~ Behavioral and/or classroom management techniques; (4-4-13)

~~iv(4).~~ Program implementation and supervision; (4-4-13)

~~v(5).~~ Knowledge in use of current methods, materials and resources available and management and operation of media centers; (4-4-13)

~~vi(6).~~ Ability in identifying and utilizing community or agency resources and support services; and (4-4-13)

~~vii(7).~~ Counseling skills and guidance of professional staff. (4-4-13)

~~bii.~~ Experience. Completion of a minimum of three (3) years' teaching experience, at least two (2) years of which must be in a special education classroom setting. (3-16-04)

~~eiii.~~ Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (4-4-13)

~~i(1)~~ Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (4-4-13)

~~ii(2)~~ The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (4-4-13)(HP21)

~~(4-i)~~ Understanding Adults As Learners to Support Professional Learning Communities; (4 4 13)

~~(2)~~ Accessing and Using Research to Improve Practice and Student Achievement; (4 4 13)

~~(3)~~ Promoting Professional Learning for Continuous Improvement; (4 4 13)

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- (4) Facilitating Improvements in Instruction and Student Learning; (4-4-13)
- (5) Using Assessments and Data for School and District Improvement; (4-4-13)
- (6) Improving Outreach and Collaboration with Families and Community; and (4-4-13)
- (7) Advocating for Student Learning and the Profession. (4-4-13)
- iv. Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. (4-4-13)
- 02b. Mathematics Consulting Teacher - Eligibility for Endorsement. To be eligible for a Mathematics Consulting Teacher endorsement on the Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), a candidate must have satisfied the following requirements: (3-29-10)
- ai. Education Requirements. Qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3) and have demonstrated content competencies. Coursework and content domains required include the full series of Mathematics Thinking for Instruction (MTI), Number and Operation, Geometry, Algebraic Reasoning, Measurement and Data Analysis, and Statistics and Probability which are centered on the following emphases: (4-4-13)
- i.(1) Structural Components of Mathematics; (4-4-13)
- ii.(2) Modeling, Justification, Proof and Generalization; (4-4-13)
- iii.(3) Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). (4-4-13)
- bii. Experience. Completion of a minimum of three (3) years' teaching experience. (3-29-10)
- eiii. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (4-4-13)
- i.(1) Ninety (90) contact hours to include a combination of face-to-face and field-based professional development activities; and (4-4-13)
- ii.(2) The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (4-4-13)
- (1) Understanding Adults As Learners to Support Professional Learning Communities; (4-4-13)
- (2) Accessing and Using Research to Improve Practice and Student Achievement; (4-4-13)
- (3) Promoting Professional Learning for Continuous Improvement; (4-4-13)
- (4) Facilitating Improvements in Instruction and Student Learning; (4-4-13)
- (5) Using Assessments and Data for School and District Improvement; (4-4-13)
- (6) Improving Outreach and Collaboration with Families and Community; and (4-4-13)
- (7) Advocating for Student Learning and the Profession. (4-4-13)

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div. Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools. (4-4-13)

1011. Drama (6-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Drama Teachers, including a minimum of sixteen (16) semester credit hours in Drama or Theater Arts, including course work in each of the following: Acting, Directing, and Technical Stage Production, and four (4) semester credit hours in Communications. To obtain a Drama (6-12) endorsement, applicants must complete a comprehensive methods course including the pedagogy of acting, directing and technical theatre. (4-7-11)

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. Engineering (6-12). Twenty (20) semester credit hours of engineering course work. ()

034. 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)

045. English as a New Language (ENL) (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for ENL Teachers to include all of the following: at least four (4) semester credit hours in a modern language other than English; Cultural Diversity; ENL Methods; Linguistics; second language acquisition theory and practice; Foundations of ENL/Bilingual Education, Federal and State Law, Testing/Identification of Limited English Proficient Students; and at least one (1) semester credit in ENL Practicum or Field Experience. (4-4-13)

056. Family and Consumer Sciences (6-12). (4-4-13)

a. Thirty (30) semester credit hours to include coursework in each of the following areas: Child/Human Development; Human/Family Relations; Directed Laboratory Experience in Childcare; Apparel 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; Professional-Technical Student Organization (PTSO) leadership; and Integration of Family Consumer Sciences or Family Consumer Science Methods. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

067. 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)

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

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089. Gifted and Talented (K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Gifted and Talented Education Teachers, to include semester credit hours in each of the following areas: 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, Instruction, and Assessment for Gifted and Talented Students; Differentiated Instruction and Programing 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. (3-12-14)

0910. 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; Mental/Emotional Health; Nutrition; Human Sexuality; Substance Use and Abuse. Remaining semester credits must be in health-related course work. To obtain a Health K-12 endorsement, applicants must complete an elementary Health methods course. (4-4-13)

1011. 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)

1112. 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)

1213. 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)

1314. Literacy (K-12). Twenty-one (21) semester credit hours leading toward competency as defined by Idaho Standards for Literacy Teachers to include the following areas: Foundations of Literacy (including reading, writing, and New Literacies); Development and Diversity of Literacy Learners; Literacy in the Content Area; Literature for Youth; Language Development; Corrective/Diagnostic/Remedial Reading; and Writing Instruction. To obtain a Literacy endorsement, applicants must complete the Idaho Comprehensive Literacy Course or the Idaho Comprehensive Literacy Assessment. (3-12-14)

024. ENDORSEMENTS M - Z.

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

a. Twenty (20) semester credit hours to include course work in each of the following areas: Marketing; Management; Economics; Coordination of Cooperative Programs; Merchandising/Retailing; Methods of Teaching Marketing Education; and Professional-Technical Student Organization (PTSO) Leadership, with remaining credit hours in Entrepreneurship; Hospitality and Tourism; Finance; or Accounting. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Sections 034 through 038. (4-4-13)

02. Mathematics - Basic (6-12). Twenty (20) semester credit hours in Mathematics including course work in Algebra, Geometry, and Trigonometry. Six (6) semester credit hours of computer programming may be

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substituted for six (6) semester credits in Mathematics.

(3-16-04)

03. Mathematics (6-12). Twenty (20) semester credit hours including course work in each of the following areas: Geometry, Linear Algebra, Discrete Mathematics, Probability and Statistics, and a minimum of three (3) semester credit hours of Calculus. Statistics course work may be taken from a department other than the mathematics department. (4-11-06)

04. Music (6-12 or K-12). Twenty (20) semester credit hours leading toward competency as defined by Idaho Standards for Music Teachers to include course work in the following: Theory and Harmony; Aural Skills, Music History; Conducting; Applied Music; and Piano Proficiency (Class Piano or Applied Piano), and Secondary Music Methods/Materials. To obtain a Music K-12 endorsement, applicants must complete an elementary music methods course. (4-7-11)

05. Natural Science (6-12). Follow one (1) of the following options: (4-7-11)

a. Option I: Must hold an existing endorsement in one of the following areas: Biological Science, Chemistry, Earth Science, Geology, or Physics; and complete a total of twenty-four (24) semester credit hours as follows: (4-7-11)

i. Existing Biological Science Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Physics, Chemistry, and Earth Science or Geology. (4-7-11)

ii. Existing Physics Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Chemistry, and Earth Science or Geology. (4-7-11)

iii. Existing Chemistry Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Earth Science or Geology. (4-7-11)

iv. Existing Earth Science or Geology Endorsement. Minimum of eight (8) semester credit hours in each of the following areas: Biology, Physics, and Chemistry. (4-7-11)

b. Option II: Must hold an existing endorsement in Agriculture Science and Technology; and complete twenty (20) semester credit hours with at least four (4) semester credit hours in each of the following areas: Biology, Chemistry, Earth Science or Geology, and Physics. (4-7-11)

03306. ONLINE TEACHER ENDORSEMENT (PRE-K-12).

01. Online Teacher Endorsement. To be eligible for an Online-Teacher Endorsement (Pre-K-12), a candidate must have satisfied the following requirements: (4-7-11)

a. Meets the states' professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (4-7-11)

b. Provides evidence of online experience or course time both as a student and as a learner, and demonstrates online learning and teaching proficiency. (4-7-11)

c. Has completed (completes) an eight (8) week online teaching internship in a Pre-K-12 program, or has have one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades Pre-K-12 within the past three (3) years. (4-7-11)

d. Provides verification of completion of a state-approved program of at least twenty (20) semester

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credit hours of study in online teaching and learning at an accredited college or university or a state-approved equivalent. (4-7-11)

~~02e.~~ **Proficiency in Idaho Standards for Online Teachers.** Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies: (4-7-11)

~~ai.~~ Knowledge of Online Education and Human Development; (4-7-11)

~~bii.~~ Facilitate and Inspire Student Learning and Creativity; (4-7-11)

~~e.iii.~~ Design and Develop Digital-Age Learning Experiences and Assessments Standards; (4-7-11)

~~div.~~ Model Digital-Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and (4-7-11)

~~ev.~~ Engage in Professional Growth and Leadership. (4-7-11)

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

~~078.~~ **Physical Education (PE) (6-12 or K-12).** Twenty (20) semester credit hours to include course work in each of the following areas: Sport, Movement, and Outdoor Skills; Secondary PE Methods; Student Evaluation in PE; Administration of a PE Program; Safety and Prevention of Injuries; Fitness and Wellness; PE for Special Populations; Exercise Physiology; Kinesiology/Biomechanics; Sports Psychology or Sociology; Motor Behavior; and Current CPR and First Aid Certification. To obtain a PE K-12 endorsement, applicants must complete an elementary PE methods course. (4-4-13)

~~089.~~ **Physical Education/Health.** Must have an endorsement in both physical education and health. (3-30-07)

~~0910.~~ **Physical Science (6-12).** Twenty (20) semester credit hours in the area of physical science to include a minimum of eight (8) semester credit hours in each of the following: Chemistry and Physics. (3-16-04)

~~1011.~~ **Psychology.** Twenty (20) semester credit hours in the area of Psychology. (3-16-04)

~~112.~~ **Social Studies (6-12).** Must have an endorsement in History, American Government/Political Science, Economics, or Geography plus a minimum of twelve (12) semester credit hours in each of the remaining core endorsements areas: History, Geography, Economics, and American Government/Political Science. (3-29-10)

~~1213.~~ **Sociology (6-12).** Twenty (20) semester credit hours in the area of Sociology. (3-16-04)

~~1314.~~ **Sociology/Anthropology (6-12).** Twenty (20) semester credit hours including a minimum of six (6) semester credit hours in each of the following: Anthropology and Sociology. (3-16-04)

~~1415.~~ **Teacher Librarian (K-12).** Twenty (20) semester credit hours of coursework leading toward competency as defined by Idaho Standards for Teacher Librarians to include the following: Collection Development/Materials Selection, Literature for Children and/or Young Adults; Organization of Information (Cataloging and Classification); School Library Administration/Management; Library Information Technologies; Information Literacy; and Reference and Information Service. (3-12-14)

~~1516.~~ **Technology Education (6-12).** (3-16-04)

a. Twenty (20) semester credit hours to include course work in each of the following areas: Communication Technology; Computer Applications; Construction Technology; Electronics Technology;

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Manufacturing Technology; Power, Energy and Transportation and other relevant emerging technologies; and Principles of Engineering Design. (4-4-13)

b. Occupational teacher preparation that relates to the appropriate area(s) as provided in Subsections 034-015.07 through 038-015.09. (4-4-13)

1617. World Language (6-12 or K-12). Twenty (20) semester credit hours to include a minimum of twelve (12) upper division credits in a specific world language taken within the last ten (10) years leading to a proficiency level as defined by a state-approved exam (for example, a passing grade on the Praxis or an Advanced level as defined by the American Council on the Teaching of Foreign Languages (ACTFL)). Course work must include 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. (4-4-13)

~~025. AMERICAN INDIAN LANGUAGE (SECTION 33-1280, IDAHO CODE).~~

~~Each Indian tribe shall provide to the State Department of Education the names of those highly and uniquely qualified individuals who have been designated to teach the tribe's native language in accordance with Section 33-1280, Idaho Code. Individuals identified by the tribe(s) may apply for an Idaho American Indian Certificate as American Indian languages teachers. (4-9-09)~~

~~**01. Process the Application.** The Office of Indian Education at the State Department of Education will process an application that has met the requirements of the Tribe(s) for an American Indian languages teacher. (4-9-09)~~

~~**02. Approval Has Been Received.** Once an application with Tribal approval has been received, it will be reviewed and, if approved, it will be forwarded to the Office of Certification for a criminal history background check as required in Section 33-130, Idaho Code. The application must include a ten finger fingerprint card or scan and a forty dollar (\$40) fee for undergoing a criminal history check pursuant to Section 33-130, Idaho Code. (4-9-09)~~

~~**03. Office of Certification.** The Office of Certification will review the application and verify the applicant is eligible for an Idaho American Indian Certificate. The State Department of Education shall authorize an eligible applicant as an American Indian languages teacher. An Idaho American Indian Certificate is valid for not more than five (5) years. Individuals may apply for a renewal certificate. (4-9-09)~~

~~026. ADMINISTRATOR CERTIFICATE.~~

~~Every person who serves as a superintendent, a secondary school principal, or principal of an elementary school with eight (8) or more teachers (including the principal), or is assigned administrative duties over and above those commonly assigned to teachers, is required to hold an Administrator Certificate. The certificate may be endorsed for service as a school principal, a superintendent, or a director of special education and related services. Assistant superintendents are required to hold the Superintendent endorsement. Assistant principals or vice principals are required to hold the Principal endorsement. Applicants for the Director of Special Education and Related Services endorsement will hold that endorsement on an Administrator Certificate. Proof of proficiency in evaluating teacher performance shall be required of all Administrator Certificate holders. Proof of proficiency in evaluating performance shall be demonstrated by passing a proficiency assessment approved by the State Department of Education as an initial certification requirement. Possession of an Administrator Certificate does not entitle the holder to serve as a teacher at a grade level for which the educator is not qualified or certificated. All administrator certificates require candidates to meet the following competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)~~

~~**01. School Principal Endorsement (Pre K-12).** To be eligible for an Administrator Certificate endorsed for School Principal Pre K-12, a candidate must have satisfied the following requirements: (3-16-04)~~

~~a. Hold a master's degree from an accredited college or university. (3-16-04)~~

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~~b. Have four (4) years of full time certificated experience working with students, Pre K-12, while under contract in an accredited school setting. (3-30-07)~~

~~c. Have completed an administrative internship in a state approved program, or have one (1) year of experience as an administrator in grades Pre K-12. (3-30-07)~~

~~d. Provide verification of completion of a state approved program of at least thirty (30) semester credit hours, forty five (45) quarter credit hours, of graduate study in school administration for the preparation of school principals at an accredited college or university. This program shall include the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)~~

~~e. An institutional recommendation is required for a School Principal Pre K-12 Endorsement. (3-16-04)~~

~~02. Superintendent Endorsement. To be eligible for an Administrator Certificate with a Superintendent endorsement, a candidate must have satisfied the following requirements: (3-16-04)~~

~~a. Hold an education specialist or doctorate degree or complete a comparable post master's sixth year program at an accredited college or university. (3-16-04)~~

~~b. Have four (4) years of full time certificated/licensed experience working with Pre K-12 students while under contract in an accredited school setting. (3-30-07)~~

~~c. Have completed an administrative internship in a state approved program for the superintendent endorsement or have one (1) year of out of state experience as an assistant superintendent or superintendent in grades Pre K-12. (3-30-07)~~

~~d. Provide verification of completion of an approved program of at least thirty (30) semester credit hours, or forty five (45) quarter credit hours, of post master's degree graduate study for the preparation of school superintendents at an accredited college or university. This program in school administration and interdisciplinary supporting areas shall include the competencies in Superintendent Leadership, in addition to the competencies in the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)~~

~~e. An institutional recommendation is required for a School Superintendent Endorsement. (3-16-04)~~

~~03. Director of Special Education and Related Services Endorsement (Pre K-12). To be eligible for an Administrator Certificate endorsed for Director of Special Education and Related Services Pre K-12, a candidate must have satisfied all of the following requirements: (3-16-04)~~

~~a. Hold a master's degree from an accredited college or university. (3-16-04)~~

~~b. Have four (4) years of full time certificated/licensed experience working with students Pre K-12, while under contract in a school setting. (3-16-04)~~

~~c. Obtain college or university verification of demonstrated the competencies of the Idaho Foundation Standards for School Administrators: School Climate, Collaborative Leadership, and Instructional Leadership. (3-12-14)~~

~~d. Obtain college or university verification of demonstrated competencies in the following areas, in addition to the competencies in the Idaho Foundation Standards for School Administrators: Concepts of Least Restrictive Environment; Post School Outcomes and Services for Students with Disabilities Ages Three (3) to~~

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~~Twenty-one (21); Collaboration Skills for General Education Intervention; Instructional and Behavioral Strategies; Individual Education Programs (IEPs); Assistive and Adaptive Technology; Community Based Instruction and Experiences; Data Analysis for Instructional Needs and Professional Training; Strategies to Increase Program Accessibility; Federal and State Laws and Regulations and School District Policies; Resource Advocacy; and Technology Skills for Referral Processes, and Record Keeping. (3 30 07)~~

~~e. Have completed an administrative internship/practicum in the area of administration of special education and related services. (3 16 04)~~

~~f. An institutional recommendation is required for Director of Special Education and Related Services Pre K-12 Endorsement. (3 16 04)~~

~~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 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. 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. (4 11 15)~~

~~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. 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 29 12)~~

~~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~~

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~~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). (3-29-12)~~

~~**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)~~

~~e. 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)~~

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~~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)~~

~~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)~~

~~**028. EXCEPTIONAL CHILD CERTIFICATE**~~

~~Holders of this certificate work with children who have been identified as having an educational impairment.~~

~~(3-16-04)~~

~~01. General Education Requirements. Completion of the general education requirements at an accredited college or university is required. (3-30-07)~~

~~02. Generalist Endorsement (K-12). The Generalist K-12 endorsement is non-categorical and allows one (1) to teach in any K-12 special education setting. This endorsement is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. Regardless of prior special education experience, all initial applicants must provide an institutional recommendation that an approved special education program has been completed, with field work to include an internship and student teaching in a special education setting. To be eligible for an Exceptional Child Certificate with a Generalist K-12 endorsement, a candidate must have satisfied the following requirements: (4-4-13)~~

~~a. Completion of a baccalaureate degree from an accredited college or university. (3-16-04)~~

~~b. Completion, in an Idaho college or university, of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion, in an out-of-state college or university, of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (3-16-04)~~

~~c. Completion of thirty (30) semester credit hours in special education, or closely related areas, as part of an approved special education program. (3-16-04)~~

~~d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (3-16-04)~~

~~03. Early Childhood Special Education Endorsement (Pre-K-3). The Early Childhood Special Education (Pre-K-3) endorsement is non-categorical and allows one to teach in any Pre-K-3 special education setting. This endorsement may only be added to the Standard Exceptional Child Certificate in conjunction with the Generalist K-12 endorsement and is valid for five (5) years. Six (6) credit hours are required every five (5) years for renewal. To be eligible for an Exceptional Child Certificate with an Early Childhood Special Education (Pre-K-3) endorsement, a candidate must have satisfied the following requirements: (4-7-11)~~

~~a. Completion of a program of a minimum of twenty (20) semester credit hours in the area of Early Childhood Education to include course work in each of the following areas: Child development and behavior with emphasis in cognitive language, physical, social and emotional areas, birth through age eight (8); Curriculum and program development for young children ages three to eight (3-8); Methodology: planning, implementing and evaluating environments and materials for young children ages three to eight (3-8); Guiding young children's behavior: observing, assessing and individualizing ages three to eight (3-8); Identifying and working with atypical young children ages three to eight (3-8) Parent-teacher relations; and, Field work to include an internship and student teaching~~

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~~at the Pre-K – 3 grades. (4-7-11)~~

~~**04. Deaf/Hard of Hearing Endorsement (K-12).** Completion of a minimum of thirty-three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use sign language or completion of a minimum thirty three (33) semester credit hours in the area of deaf/hard of hearing with an emphasis on instruction for students who use listening and spoken language. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Deaf/Hard of Hearing endorsement, a candidate must have satisfied the following requirements: (4-11-15)~~

~~a. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)~~

~~b. Completion of a program from an Idaho college or university in elementary, secondary, or special education currently approved by the Idaho State Board of Education; or (4-11-06)~~

~~c. Completion of a program from an out-of-state college or university in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed; (4-11-06)~~

~~d. Completion of a program of a minimum of thirty-three (33) semester credit hours in the area of Deaf/Hard of Hearing. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-15)~~

~~**05. Visual Impairment Endorsement (K-12).** Completion of a program of a minimum of thirty (30) semester credit hours in the area of visual impairment. An institutional recommendation specific to this endorsement is required. To be eligible for an Exceptional Child Certificate with a Visually Impaired endorsement, a candidate must have satisfied the following requirements: (4-11-06)~~

~~a. Completion of a baccalaureate degree from an accredited college or university; (4-11-06)~~

~~b. Completion in an Idaho college or university of a program in elementary, secondary, or special education currently approved by the Idaho State Board of Education, or completion in an out-of-state college or university of a program in elementary, secondary, or special education currently approved by the state educational agency of the state in which the program was completed. (4-11-15)~~

~~c. Completion of a program of a minimum of thirty (30) semester credit hours in the area of Visual Impairment. Must receive an institutional recommendation specific to this endorsement from an accredited college or university. (4-11-06)~~

~~d. Each candidate must have a qualifying score on an approved core content assessment and a second assessment related to the specific endorsement requested. (4-11-15)~~

~~**029. CONSULTING TEACHER/TEACHER LEADER ENDORSEMENT.**~~

~~Consulting teachers provide technical assistance to teachers and other staff in the school district with regard to the selection and implementation of appropriate teaching materials, instructional strategies, and procedures to improve the educational outcomes for students. Candidates who hold this endorsement are teacher leaders who will facilitate the design and implementation of sustained, intensive, and job-embedded professional learning based on identified student and teacher needs. This endorsement is valid for five (5) years and is renewable based upon successful completion and verification of an additional four (4) semester credits beyond those required for standard certification renewal. The additional credits shall be taken for university or college credit consistent with the Individual Professional Learning Plan (IPLP). (4-4-13)~~

~~**01. Special Education Consulting Teacher Eligibility for Endorsement.** To be eligible for a Special Education Consulting Teacher endorsement on the Standard Exceptional Child Certificate, the Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), the Standard Elementary Certificate or the Standard~~

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~~Secondary Teaching Certificate, a candidate must have satisfied the following requirements: (3-29-10)~~

~~a. Education Requirements. Qualify for or hold a Standard Exceptional Child Certificate and qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth-Grade 3), and hold a master's degree or an approved fifth year program as defined by the Idaho State Board of Education, and have demonstrated content competencies in the following areas: (4-4-13)~~

- ~~i. Assessment of learning behaviors; (4-4-13)~~
- ~~ii. Individualization of instructional programs based on educational diagnosis; (4-4-13)~~
- ~~iii. Behavioral and/or classroom management techniques; (4-4-13)~~
- ~~iv. Program implementation and supervision; (4-4-13)~~
- ~~v. Knowledge in use of current methods, materials and resources available and management and operation of media centers; (4-4-13)~~
- ~~vi. Ability in identifying and utilizing community or agency resources and support services; and (4-4-13)~~
- ~~vii. Counseling skills and guidance of professional staff. (4-4-13)~~

~~b. Experience. Completion of a minimum of three (3) years' teaching experience, at least two (2) years of which must be in a special education classroom setting. (3-16-04)~~

~~c. Provides verification of completion of a state approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state approved equivalent. Program shall include: (4-4-13)~~

- ~~i. Ninety (90) contact hours to include a combination of face to face and field based professional development activities; and (4-4-13)~~
- ~~ii. The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (4-4-13)~~
 - ~~(1) Understanding Adults As Learners to Support Professional Learning Communities; (4-4-13)~~
 - ~~(2) Accessing and Using Research to Improve Practice and Student Achievement; (4-4-13)~~
 - ~~(3) Promoting Professional Learning for Continuous Improvement; (4-4-13)~~
 - ~~(4) Facilitating Improvements in Instruction and Student Learning; (4-4-13)~~
 - ~~(5) Using Assessments and Data for School and District Improvement; (4-4-13)~~
 - ~~(6) Improving Outreach and Collaboration with Families and Community; and (4-4-13)~~
 - ~~(7) Advocating for Student Learning and the Profession. (4-4-13)~~

~~d. Not less than one (1) semester of successful experience as a special education teacher working with classroom teachers in elementary or secondary schools. (4-4-13)~~

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~~02. Mathematics Consulting Teacher Eligibility for Endorsement. To be eligible for a Mathematics Consulting Teacher endorsement on the Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth Grade 3), a candidate must have satisfied the following requirements: (3 29 10)~~

~~a. Education Requirements. Qualify for or hold a Standard Elementary Certificate, Standard Secondary Certificate, Standard Exceptional Child Certificate, or Early Childhood/Early Childhood Special Education Blended Certificate (Birth Grade 3) and have demonstrated content competencies. Coursework and content domains required include the full series of Mathematics Thinking for Instruction (MTI), Number and Operation, Geometry, Algebraic Reasoning, Measurement and Data Analysis, and Statistics and Probability which are centered on the following emphases: (4 4 13)~~

~~i. Structural Components of Mathematics; (4 4 13)~~

~~ii. Modeling, Justification, Proof and Generalization; (4 4 13)~~

~~iii. Mathematical Knowledge for Teaching (Ball, Thames, & Phelps, 2008). (4 4 13)~~

~~b. Experience. Completion of a minimum of three (3) years' teaching experience. (3 29 10)~~

~~c. Provides verification of completion of a state-approved program of at least twenty (20) semester credit hours of study at an accredited college or university or a state-approved equivalent. Program shall include: (4 4 13)~~

~~i. Ninety (90) contact hours to include a combination of face to face and field-based professional development activities; and (4 4 13)~~

~~ii. The development and presentation of a culminating portfolio that provides evidence that knowledge gained and skills acquired are aligned with Idaho Teacher Leader Standards as follows: (4 4 13)~~

~~(1) Understanding Adults As Learners to Support Professional Learning Communities; (4 4 13)~~

~~(2) Accessing and Using Research to Improve Practice and Student Achievement; (4 4 13)~~

~~(3) Promoting Professional Learning for Continuous Improvement; (4 4 13)~~

~~(4) Facilitating Improvements in Instruction and Student Learning; (4 4 13)~~

~~(5) Using Assessments and Data for School and District Improvement; (4 4 13)~~

~~(6) Improving Outreach and Collaboration with Families and Community; and (4 4 13)~~

~~(7) Advocating for Student Learning and the Profession. (4 4 13)~~

~~d. Not less than one (1) semester of successful experience as a mathematics teacher working with classroom teachers in elementary or secondary schools. (4 4 13)~~

025. -- 030041. (RESERVED)

031. JUNIOR RESERVED OFFICER TRAINING CORPS (JUNIOR ROTC) INSTRUCTORS.

~~01. List of Names. Each school district with a Junior ROTC program shall provide the State Department of Education with a list of the names of those individuals who have completed an official armed forces training~~

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~~program to qualify as Junior ROTC instructors in high schools. (4-11-06)~~

~~**02. Notarized Copy.** Each school district with a Junior ROTC program shall provide the State Department of Education with a notarized copy of their certificate(s) of completion. (4-11-06)~~

~~**03. Authorization Letter.** Upon receiving the items identified in Subsections 031.01 and 031.02, the State Department of Education shall issue a letter authorizing these individuals as Junior ROTC instructors. (4-11-06)~~

~~**032. POSTSECONDARY SPECIALIST**~~

~~A Postsecondary Specialist certificate will be granted to a current faculty member whose primary employment is with any accredited Idaho postsecondary institution. To be eligible to teach in the public schools under this postsecondary specialist certificate, the candidate must supply a recommendation from the employing institution (faculty's college dean). The primary use of this state issued certificate will be for distance education, virtual classroom programs, and for public and postsecondary partnerships. (3-26-08)~~

~~**01. Renewal.** This certificate is good for five (5) years and is renewable. To renew the certificate, the renewal application must be accompanied with a new written recommendation from the postsecondary institution (faculty's college dean level or higher). (3-26-08)~~

~~**02. Fees.** The fee is the same as currently in effect for an initial or renewal certificate as established in Section 066 of these rules. (3-26-08)~~

~~**03. Qualifications.** The candidate must: (3-26-08)~~

~~**a.** Hold a masters degree or higher in the content area being taught; (3-26-08)~~

~~**b.** Be currently employed by the post secondary institution in the content area to be taught; and (3-26-08)~~

~~**c.** Complete and pass a criminal history check as required according to Section 33-130, Idaho Code. (3-26-08)~~

~~**033. ONLINE TEACHER ENDORSEMENT (PRE-K-12)**~~

~~**01. Online Teacher Endorsement.** To be eligible for an Online Teacher Endorsement (Pre-K-12), a candidate must have satisfied the following requirements: (4-7-11)~~

~~**a.** Meets states' professional teaching and/or licensure standards and is qualified to teach in his/her field of study. (4-7-11)~~

~~**b.** Provides evidence of online experience or course time both as a student and as a learner, and demonstrates online learning and teaching proficiency. (4-7-11)~~

~~**c.** Has completed (completes) an eight (8) week online teaching internship in a Pre-K-12 program, or have one (1) year of verifiable and successful experience as a teacher delivering curriculum online in grades Pre-K-12 within the past three (3) years. (4-7-11)~~

~~**d.** Provides verification of completion of a state approved program of at least twenty (20) semester credit hours of study in online teaching and learning at an accredited college or university or a state approved equivalent. (4-7-11)~~

~~**02. Proficiency in Idaho Standards for Online Teachers.** Demonstrates proficiency in the Idaho Standards for Online Teachers including the following competencies: (4-7-11)~~

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- ~~a. Knowledge of Online Education and Human Development; (4-7-11)~~
- ~~b. Facilitate and Inspire Student Learning and Creativity; (4-7-11)~~
- ~~c. Design and Develop Digital Age Learning Experiences and Assessments Standards; (4-7-11)~~
- ~~d. Model Digital Age Work and Learning; Promote and Model Digital Citizenship and Responsibility Standards; and (4-7-11)~~
- ~~e. Engage in Professional Growth and Leadership. (4-7-11)~~

034. CERTIFICATION STANDARDS FOR PROFESSIONAL TECHNICAL EDUCATORS.

~~Teachers of professional technical classes or programs in secondary or postsecondary schools must hold an endorsement in an appropriate occupational discipline. This endorsement may be held on a Secondary Teaching Certificate or on an Occupational Specialist Certificate. For postsecondary instructors and administrators, certification fees are set by the State Board for Professional Technical Education, and application processes are managed by the Division of Professional Technical Education. (3-16-04)~~

035. DEGREE BASED PROFESSIONAL TECHNICAL CERTIFICATION

~~**01. Teacher Preparation Through Degreed Program.** Individuals graduating from an approved occupational teacher preparation degree program qualify to teach in the following five (5) disciplines: Agricultural Science & Technology; Business Technology Education; Family & Consumer Science; Marketing Technology Education; and Technology Education. Occupational teacher preparation course work must meet the Idaho Standards for the Initial Certification of Professional School Personnel. The occupational teacher education program must provide appropriate content to constitute a major in the identified field. Student teaching shall be in an approved program and include experiences in the major field. Applicants shall have accumulated four thousand (4,000) clock hours of related work experience or shall have completed an approved practicum in their respective field of specialization. (3-16-04)~~

~~**02. Professional Technical Administrator Certificate.** The Professional Technical Administrator certificate is required for an individual serving as an administrator, director, manager or coordinator of professional technical education at the state, secondary or postsecondary level. Individuals must meet the following prerequisites to qualify for the Professional Technical Administrator Certificate. Equivalence in each area will be determined on an individual basis by the State Division of Professional Technical Education. (3-16-04)~~

~~**a.** Qualify for or hold an Occupational Specialist certificate or hold an occupational endorsement on the secondary teaching credential; (3-16-04)~~

~~**b.** Provide evidence of a minimum of three (3) years' teaching in an occupational discipline; (3-16-04)~~

~~**c.** Hold a masters degree; and, (3-16-04)~~

~~**d.** Completed at least fifteen (15) semester credits of administrative course work. Applicants must have completed: financial aspects of professional technical education; administration of personnel; and legal aspects of professional technical education. Additional course work can be selected from any of the following areas: administration and supervision of occupational programs; instructional supervision; administration internship; curriculum development; curriculum evaluation; research in curriculum; school community relations; communication; teaching the adult learner; coordination of work based learning programs; and/or measurement and evaluation. (3-16-04)~~

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~~e. To renew the Professional Technical Administrator Certificate, individuals are required to complete six (6) semester hours of related course work or meet renewal requirements for professional technical teachers. (3-16-04)~~

~~03. **Work-Based Learning Coordinator Endorsement.** Educators assigned to coordinate approved work-based experiences must hold the Work-Based Learning Coordinator endorsement. To be eligible, applicants must hold an occupational endorsement on the Standard Secondary Certificate or qualify for an Occupational Specialist Certificate, plus complete course work in coordination of work-based learning programs. (3-16-04)~~

~~04. **Career Counselor Endorsement.** The endorsement for a Career Counselor may be issued to applicants who hold a current Pupil Personnel Services Certificate endorsed Counselor K-12 and who have satisfied the following professional technical requirement: Career Pathways and Professional Technical Guidance; Principles/Foundations of Professional Technical Education; and Theories of Occupational Choice. (3-16-04)~~

~~**036. INDUSTRY BASED PROFESSIONAL TECHNICAL CERTIFICATION:**~~

~~Persons who need to hold the Occupational Specialist Certificate include: secondary educators assigned to Health Occupations Education and to Trades & Industry Education; specialized occupational areas where specific degree-granting professional technical teacher education programs do not exist; and postsecondary professional technical educators who teach courses to 9-12 students. (3-16-04)~~

~~01. **General Requirements.** Applicants must: be eighteen (18) years of age; document full-time, successful, recent, gainful employment in the area for which certification is requested; possess either a high school diploma or General Educational Development (GED) certificate; meet provisions of Idaho Code; and, verify technical skills through work experience, certification or testing as listed below. When applicable, requirements of occupationally related state agencies must also be met. Since educational levels and work experiences vary, applicants may be determined highly qualified under any one (1) of the following three (3) options: (3-16-04)~~

~~a. Have sixteen thousand (16,000) hours of full time, successful, recent, gainful employment in the occupation for which certification is requested. Up to forty-eight (48) months credit can be counted toward the eight (8) years on a month-to-month basis for journeyman training and/or postsecondary training successfully completed as a full-time student in an approved/approvable, postsecondary, professional technical education program. (3-16-04)~~

~~b. Have a bachelor's degree in the specific occupation or related area, plus six thousand (6,000) hours of full-time, successful, recent, gainful employment in the occupation. (3-16-04)~~

~~c. Meet one (1) of the following: (3-16-04)~~

~~i. Have at least journeyman level plus two (2) years of recent, full-time, gainful, related work experience. A person who has completed a formal apprenticeship program in the occupation or related area for which certification is requested. The apprenticeship must be under the direction of an employer and the Bureau of Apprenticeship and Training or an approved State Apprenticeship Agency; (3-16-04)~~

~~ii. Pass approved state or national certification/certification examination plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis); or (3-16-04)~~

~~iii. Pass approved industry-related certification for skill level requirements (vendor and industry specific) plus three (3) years of recent, full-time, gainful, related work experience (length and type of work experience in emergency services and health professions will be determined on an individual basis). If no competency test exists, a written recommendation from a representative occupational advisory council/committee and recorded in its minutes is required to verify occupational competence. (3-16-04)~~

~~02. **Limited Occupational Specialist Certificate.** This certificate is issued to individuals who are new~~

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~~to teaching trades and health occupations in public schools. The certificate is valid for three (3) years. (3-16-04)~~

~~a. Within the first eighteen (18) months, the holder must complete the pre-service workshop sponsored by the State Division of Professional Technical Education and an approved course in professional technical methods and student assessment. (3-16-04)~~

~~b. Complete a new teacher induction workshop at the state or district level. (3-16-04)~~

~~c. File a Professional Development Plan with the State Division of Professional Technical Education. (3-16-04)~~

~~d. Within the three (3) year period of the Limited Occupational Specialist Certificate, the instructor must satisfactorily complete course work which includes competencies in four (4) of the following: Principles/Foundations of Occupational Education; Career Pathways and Guidance; Analysis, Integration, and Curriculum Development; Measurement and Evaluation; and Methods of Teaching Occupational Education. (3-16-04)~~

~~**03. Standard Occupational Specialist Certificate.** This certificate is issued to individuals who have completed course work equivalent to that required of the Limited Occupational Specialist Certificate. The certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or verification of two hundred forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes, or workshops or any equivalent combination thereof, and file of a Professional Development Plan for the next certification period. (3-16-04)~~

~~**04. Advanced Occupational Specialist Certificate.** This certificate is issued to individuals who meet all the requirements outlined below: (3-16-04)~~

~~a. Meet the requirements for the Standard Occupational Specialist Certificate; (3-16-04)~~

~~b. Provide evidence of completion of a teacher training degree program or eighteen (18) semester credits of approved course work in addition to the twelve (12) semester credits required for the Standard Occupational Specialist Certificate (a total of thirty (30) semester credits); and (3-16-04)~~

~~c. File a new Professional Development Plan for the next certification period. (3-16-04)~~

~~d. This certificate must be renewed every five (5) years, which shall include completion of six (6) semester credit hours of approved course work or submit verification of two hundred forty (240) hours of approved related work experience or ninety (90) hours of attendance at approved technical conferences, institutes and workshops or any equivalent combination thereof, and file a new Professional Development Plan for the next certification period. (3-16-04)~~

~~**037. 041. (RESERVED)**~~

042. ALTERNATE ROUTES TO CERTIFICATION.

The purpose of this program is to provide an alternative for individuals to become certificated teachers in Idaho without following a standard teacher education program. Alternative Routes to Certification shall allow individuals to serve as the teacher of record prior to having earned full certification status. The teacher of record is defined as the person who is primarily responsible for planning instruction, delivering instruction, assessing students formatively and summatively, and designating the final grade. Individuals who are currently employed as Para-Educators, individuals who are currently certificated to teach but who are in need of emergency certification in another area, and individuals with strong subject matter background but limited experience with educational methodology shall follow the alternate certification requirements provided herein. Individuals who are currently certificated to teach but who are in need of emergency certification in another area may obtain an endorsement through an alternate route as described in subsection 021.02 of these rules. (4-4-13)

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043.01. Alternative Authorization -- Teacher To New Certification.

The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a professional position cannot be filled with someone who has the correct endorsement/certification. Alternative authorization in this area is valid for up to three (3) years and is nonrenewable one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (5-8-09)

01a. Initial Qualifications. Prior to application, a candidate must hold a Bachelor's degree, and a valid Idaho teacher certificate without full endorsement in content area of need. The school district must provide supportive information attesting to the ability of the candidate to fill the position. (5-8-09)

02b. A candidate must participate in an approved Alternative-route Preparation program. (3-20-04)

a. Option I Teacher to New Certification/Endorsement. (5-8-09)

i. The candidate will work toward completion of the alternative route preparation program through a participating college/university, and the employing school district. The candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years maintain eligibility. (3-20-04)

ii. The participating college/university shall provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (3-20-04)

~~iii. Candidate shall meet all requirements for the endorsement/certificate as provided herein. (3-20-04)~~

~~b. Option II National Board (endorsement only). By earning National Board certification in content specific areas teachers may gain endorsement in a corresponding subject area. (5-8-09)~~

~~c. Option III Master's degree or higher (endorsement only). By earning a graduate degree in a content specific area, candidates may add an endorsement in that same content area to a valid certificate. (5-8-09)~~

~~d. Option IV Testing and/or Assessment (endorsement only). Two (2) pathways are available to some teachers, depending upon endorsement(s) already held. (5-8-09)~~

~~i. Pathway 1 Endorsements may be added through state approved testing and a mentoring component. The appropriate test must be successfully completed within the first year of authorization in an area closely compatible with an endorsement for which the candidate already qualifies and is experienced. Additionally requires the successful completion of a one (1) year state approved mentoring component. (5-8-09)~~

~~ii. Pathway 2 Endorsements may be added through state approved testing in an area less closely compatible with an endorsement for which the candidate already qualifies and is experienced. The appropriate test must be successfully completed within the first year of the authorization. Additionally requires the successful completion of a one (1) year state approved mentoring component and passing a final pedagogy assessment. (5-8-09)~~

04402. ALTERNATIVE AUTHORIZATION -- CONTENT SPECIALIST.

The purpose of this alternative authorization is to offer an expedited route to certification for individuals who are highly and uniquely qualified in a subject area to teach in a district with an identified need for teachers in that area. Alternative authorization in this area is valid for three (3) years and is not renewable one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (3-20-04)

01a. Initial Qualifications. (3-20-04)

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ai. ~~Prior to application, a~~ candidate must hold a Bachelor's degree or have completed all of the requirements of a Bachelor's degree except the student teaching or practicum portion. (4-4-13)

bii. ~~The candidate shall meet enrollment qualifications of the alternative route preparation program. The hiring district shall ensure the candidate is highly and uniquely qualified to teach in the area of identified need through demonstrated content knowledge. This may be accomplished through a combination of employment experience and education.~~ (3-20-04)

02b. Alternative Route Preparation Program -- College/University Preparation ~~or Other State Board Approved Certification Program.~~
(3-20-04)

ai. ~~At the time of authorization A~~ consortium comprised of a designee from the college/university to be attended ~~or other state board approved certification program~~, and a representative from the school district, and the candidate shall determine ~~the~~ preparation needed to meet the Idaho Standards for Initial Certification of Professional School Personnel. This ~~preparation plan~~ must include mentoring and a minimum of one (1) classroom observation per month ~~until certified while teaching under the alternative authorization. The plan must include annual progress goals that must be met for annual renewal.~~ (3-20-04)

bii. ~~Prior to entering the classroom, t~~The candidate ~~must~~ completes eight (8) to sixteen (16) weeks of accelerated study in education pedagogy ~~prior to the end of the first year of authorization. The number of required weeks will be specified in the consortium developed plan.~~ (3-20-04)

eiii. ~~At the time of authorization the C~~candidate ~~must enroll in will and~~ work toward completion of the alternative route preparation program through a participating college/university ~~or other state board approved certification program~~, and the employing school district. A teacher must attend, participate in, and successfully complete an individualized alternative route preparation program as one (1) of the conditions ~~for annual renewal and to receive a recommendation for full certification.~~ (3-20-04)

div. The participating college/university ~~or other state board approved certification program~~ shall provide procedures to assess and credit equivalent knowledge, dispositions and relevant life/work experiences. (3-20-04)

ev. Prior to entering the classroom, the candidate shall meet or exceed the state qualifying score on appropriate state-approved content, pedagogy, or performance assessment. (3-20-04)

04503. NON-TRADITIONAL ROUTE TO TEACHER CERTIFICATION.
An individual may acquire interim certification as found in Section ~~015-016~~ of these rules through an approved non-traditional route certification program. (3-20-14)

~~**01. Approval of the Program.** The State Board of Education must approve any non traditional route to teacher certification. The program must include, at a minimum, the following components: (3 20 14)~~

~~**a.** Preassessment of teaching and content knowledge; (4 6 05)~~

~~**b.** An academic advisor with knowledge of the prescribed instruction area; and (4 6 05)~~

~~**c.** Exams of pedagogy and content knowledge. (4 6 05)~~

02a. Eligibility. Individuals who possess a bachelor's degree or higher from an accredited institution of higher education may utilize this non-traditional route to an interim Idaho Teacher Certification. (3-20-14)

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03b. Requirements for Completion. To complete this non-traditional route, the individual must: (3-20-14)

ai. Complete a Board approved program; (4-6-05)

bii. Pass the Board approved pedagogy and content knowledge exams; and (4-6-05)

ei. Complete the Idaho Department of Education Criminal History Check. (4-6-05)

04c. Interim Certificate. Upon completion of the certification process described herein, the individual will be awarded an interim certificate from the State Department of Education's Bureau of Certification and Professional Standards. ~~The term of the interim certification shall be three (3) years.~~ During the term of the interim certificate, teaching by the individual must be done in conjunction with a two (2) year ~~a~~-teacher mentoring program approved by the Board. The individual must complete the mentoring program during the term of the interim certificate. In the case where teachers start their mentoring program in the third year of their interim certificate, they must apply to the State Department of Education Teacher Certification Department for a waiver to complete the final year of their mentoring program for full certification. All laws and rules governing the fully certificated teachers with respect to conduct, discipline and professional standards shall apply to individuals teaching under any Idaho certificate including an interim certificate. (3-20-14)

05d. Interim Certificate Not Renewable. Interim certification hereunder is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a full Idaho Teacher Certification Educator Credential during the three (3) year interim certification term. (4-6-05)

06e. Types of Certificates and Endorsements. The non-traditional route may be used for first-time certification, subsequent certificates, and additional endorsements. (3-20-14)

046. (RESERVED)

04704. ALTERNATIVE AUTHORIZATION - PUPIL PERSONNEL SERVICES.

The purpose of this alternative authorization is to allow Idaho school districts to request endorsement/certification when a position requiring the Pupil Personnel Services certificate cannot be filled with someone who has the correct endorsement/certification. The exception to this rule is the Interim School Nurse endorsement and the Interim Speech Language Pathologist endorsement. The requirements for these endorsements are ~~already~~ defined in Subsections ~~02715.04 and 027.08 respectively~~, of these rules. The alternate authorization is valid for one (1) year and may be renewed for two (2) additional years with evidence of satisfactory progress toward completion of an approved alternative route preparation program. Interim certification is valid for not more than three (3) years total. (4-11-15)

~~**01. Term of Validity.** Alternative authorization in this area is valid for three (3) years and will be reviewed annually and is nonrenewable. (4-2-08)~~

02a. Initial Qualifications. The applicant must complete the following: (4-2-08)

ai. Prior to application, a candidate must hold a ~~Masters~~-master's degree and hold a current Idaho license from the Bureau of Occupational Licenses in the area of desired certification; and (4-2-08)

bii. The employing school district must provide supportive information attesting to the ability of the candidate to fill the position. (4-2-08)

03b. Alternative Route Preparation Program. (4-2-08)

ai. The candidate must work toward completion of the alternative route preparation program through a participating college/university and the employing school district. The alternative route preparation program must include annual progress goals. (4-2-08)

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bii. The candidate must complete a minimum of nine (9) semester credits annually to be eligible for extension of up to a total of three (3) years. (4-2-08)

eiii. The participating college/university or the State Department of Education will provide procedures to assess and credit equivalent knowledge, dispositions, and relevant life/work experiences. (4-2-08)

div. The candidate must meet all requirements for the endorsement/certificate as provided herein. (4-2-08)

05. Alternate Authorization Renewal. Interim certification based on alternate route as provide for in these rules is only available on a one (1) time basis per individual. It will be the responsibility of the individual to obtain a full Idaho Educator Credential during the three (3) year interim certification term. Annual renewal shall be based on the school year and satisfactory progress toward completion of the applicable alternate authorization requirements. ()

048043. -- 059. (RESERVED)

060. APPLICATION PROCEDURES / PROFESSIONAL DEVELOPMENT.

01. Application for Idaho Certificate. To obtain, renew, or reinstate an Idaho certificate, the applicant will submit an application on a form supplied by the State Department of Education or the State Division of Professional-Technical Education. (3-16-04)

02. State Board of Education Requirements for Professional Growth. (4-1-97)

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

i. Credits must be specifically tied to content areas and/or an area of any other endorsement; or (5-8-09)

ii. Credits must be specific to pedagogical best practices or for administrative/teacher leadership; or (4-2-08)

iii. Credits must be tied to a specific area of need designated by district administration. (4-2-08)

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

c. All requests for equivalent inservice training to apply toward recertification must be made through the State Department of Education upon recommendation of the board of trustees consistent with the State Department of Education guidelines. Individuals holding Professional-Technical Specialist Certificates must receive State Division of Professional-Technical Education approval of inservice training and course work prior to applying for renewal. (3-16-04)

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

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

f. Certificated personnel teaching in subjects outside their major area of preparation will be

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encouraged to complete the courses required for major certification endorsement. (4-1-97)

g. All credits gained through coursework taken during the validity period of the certificate and commencing prior to September 1, 2008 shall be accepted toward recertification. (5-8-09)

h. An appeals process, developed by the State Department of Education in conjunction with the Professional Standards Commission, shall be available to applicants whose credits submitted for recertification, in part or as a whole, are rejected for any reason if such denial prevents an applicant from renewing an Idaho certificate. An applicant whose credits submitted for recertification are rejected, in part or as a whole, within six (6) months of the expiration of the applicant's current certification shall be granted an automatic appeal and a temporary certification extension during the appeal or for one (1) year, whichever is greater. (5-8-09)

03. State Board of Education Professional Development Requirements. (4-1-97)

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

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

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

(BREAK IN CONTINUITY OF SECTIONS)

078. -- ~~089099.~~ (RESERVED)

~~090. INTERSTATE CERTIFICATION COMPACT.~~

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

~~091. -- 099. (RESERVED)~~

100. OFFICIAL VEHICLE FOR APPROVING TEACHER EDUCATION PROGRAMS.
(Section 33-114, Idaho Code) (4-1-97)

01. The Official Vehicle for the Approval of Teacher Education Programs. The official vehicle for the approval of teacher education programs ~~will be~~ the Council for the Accreditation of Educator Preparation (CAEP) ~~and the~~ approved Idaho Standards for the Initial Certification of Professional School Personnel. The Idaho Standards are based upon the accepted national standards for 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 take effect and must be implemented within a period not to exceed two (2) years after notification of such revision. (3-12-14)

~~**012. Approval of the Program**~~**Non-traditional Teacher Preparation Program.** The State Board of Education must approve ~~any~~**all** non-traditional route to teacher certification ~~programs.~~ The programs must include, at a minimum, the following components: (3-20-14)

~~**a.**~~ Pre-assessment of teaching and content knowledge; (4-6-05)

~~**b.**~~ An academic advisor with knowledge of the prescribed instruction area; and (4-6-05)

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c. Exams of pedagogy and content knowledge. (4-6-05)

e. Be aligned to the Idaho Standards for the Initial Certification of Professional School Personnel. ()

023. Reference Availability. The Idaho Standards for the Initial Certification of Professional School Personnel, incorporated by reference in Subsection 004.01, are available for inspection on the Office of the State Board of Education's website at www.boardofed.idaho.gov. (3-29-12)

034. Continuing Approval. (3-29-12)

a. The state of Idaho will follow the ~~National~~ Council for Accreditation of ~~Teacher Education~~ Preparation (NCATE) (CAEP) model by which institutions shall pursue continuing approval through a full program review every seven (7) years. The full program review shall be based upon the Idaho Standards for Initial Certification of Professional School Personnel. (3-29-12)

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. (3-29-12)

c. All approved non-traditional teacher preparation programs will be reviewed for continued approval on the same schedule as traditional teacher preparation programs. Reviews will include determination of continued alignment with the approved Idaho Standards for the Initial Certification of Professional School Personnel and effectiveness of program completers. ()

045. 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~~ review team expenses for on-site teacher preparation reviews from its budget. (4-6-05)

b. Requesting institutions pay for all ~~out-of-state~~ other expenses related to on-site teacher preparation program reviews, including the standards review. (4-6-05)

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SUBJECT

Pending Rule – Docket No. 08-0203-1505, Advanced Opportunities

REFERENCE

| | |
|-----------------|--|
| February 2015 | Board amended Board policy III.Y. Advanced Opportunities, redefining Tech Prep as Technical Competency Credit |
| August 13, 2015 | Board approved proposed rule amendments to IDAPA 08.02.02 changing the name and definition of Tech Prep to Technical Competency Credit |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho State Board of Education Governing Policies and Procedures, III.Y. Advanced Opportunities.
Idaho Administrative Code, IDAPA 08.02.03 – Rules Governing Thoroughness

BACKGROUND/DISCUSSION

In 2014 Board and institution staff worked together to bring forward an amendment to Board policy III.Y. Advanced Opportunities, these amendments included clarifying dual credit standards (academic and professional-technical) and redefining what was once called “Tech Prep” to “Technical Competency Credit.” Like Tech Prep, Technical Competency Credit allows secondary students to document proficiency in the skills and abilities they develop in approved high school professional-technical programs to be evaluated for postsecondary transcription at a later date.

IDAPA 08.02.03 as part of the definition of Advance Opportunities used the term “Tech Prep,” the proposed amendment would update the term as Technical Competency Credit and provide a definition for Technical Competency Credit that would replace the existing Tech Prep definition.

IMPACT

Approval of the proposed rule IDAPA 08.02.03.007 and 009 will bring the rule into alignment with Board policy III.Y.

ATTACHMENTS

Attachment 1 – Pending Rule – Docket No. 08-0203-1505

Page 3

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. If approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin for consideration by the legislature. Pending rules

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become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

We received no comments during the 21 day public comment period. There have been no changes to the rule between the proposed and pending rule.

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0203-1505, Advanced Opportunities, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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IDAPA 08
TITLE 02
CHAPTER 03

08.02.03 - RULES GOVERNING THOROUGHNESS

007. DEFINITIONS A - G.

01. Achievement Standards. Define “below basic,” “basic,” “proficient,” and “advanced” achievement levels on the Idaho Standards Achievement Tests (ISAT) and “beginning,” “advanced beginning,” “intermediate,” “early fluent” and “fluent” on the Idaho English Language Assessment (IELA) by setting scale score cut points. These cut scores are paired with descriptions of how well students are mastering the material in the content standards. These descriptions are called performance level descriptors or PLDs, and are provided by performance level, by content area, and by grade. (4-2-08)

02. Advanced Opportunities. Are defined as Advanced Placement courses, Dual Credit courses, ~~Teach~~ Prep Technical Competency Credit, or International Baccalaureate programs. (4-11-06)

03. Advanced Placement® (AP) - College Board. The Advanced Placement Program is administered by the College Board at <http://www.collegeboard.com>. AP students may take one (1) or more college level courses in a variety of subjects. AP courses are not tied to a specific college curriculum, but rather follow national College Board curricula. While taking the AP exam is optional, students can earn college credit by scoring well on the national exams. It is up to the discretion of the receiving college to accept the scores from the AP exams to award college credit or advanced standing. (4-11-06)

04. All Students. All students means all public school students, grades K-12. (4-11-06)

05. Alternative Assessment (Other Ways of Testing). Any type of assessment in which students create a response to a question rather than choose a response from a given list, as with multiple-choice or true/false. Alternative assessments can include short-answer questions, essays, oral presentations, exhibitions, and portfolios. (4-5-00)

06. Assessment. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (4-5-00)

07. Assessment Standards. Statements setting forth guidelines for evaluating student work, as in the “Standards for the Assessment of Reading and Writing.” (4-5-00)

08. Asynchronous Course. An online course in which an online platform is used to deliver all curricula. The majority of communication exchanges occur in elapsed time and allow students and teachers to participate according to their schedule. Asynchronous courses do not prohibit the use of a paraprofessional, certificated staff or other staff member being present at the physical location during instructional periods where instruction takes place, such as a school computer lab. (4-4-13)

09. Authentic. Something that is meaningful because it reflects or engages the real world. An “authentic task” asks students to do something they might really have to do in the course of their lives, or to apply certain knowledge or skills to situations they might really encounter. (4-5-00)

10. Basic Educational Skills Training. Instruction in basic skills toward the completion/attainment of a certificate of mastery, high school diploma, or GED. (4-5-00)

11. Classic Texts. Literary or other works (e.g., films, speeches) that have been canonized, either

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continuously or intermittently, over a period of time beyond that of their initial publication and reception. (4-5-00)

12. Content Standards. Describe the knowledge, concepts, and skills that students are expected to acquire at each grade level in each content area. (4-2-08)

13. Context (of a Performance Assessment). The surrounding circumstances within which the performance is embedded. For example, problem solving can be assessed in the context of a specific subject (such as mathematics) or in the context of a real-life laboratory problem requiring the use of mathematics, scientific, and communication skills. (4-5-00)

14. Cooperative Work Experience. Classroom learning is integrated with a productive, structured work experience directly related to the goals and objectives of the educational program. Schools and participating businesses cooperatively develop training and evaluation plans to guide and measure the progress of the student. School credit is earned for successful completion, and the work may be paid or unpaid. Cooperative work experiences are also known as co-operative education or co-op. (4-5-00)

15. Criteria. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (4-5-00)

16. Cues. Various sources of information used by readers to construct meaning. The language cueing systems include the graphophonic (also referred to as graphophonemic) system, which is the relationship between oral and written language (phonics); the syntactic system, which is the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and semantic system, which is the study of meaning in language. Reading strategies and language cueing systems are also influenced by pragmatics-the knowledge readers have about the ways in which language is understood by others in their culture. (4-5-00)

17. “C” Average. A combined average of courses taken on a four (4) point scale with “C” equal to two (2) points. (4-11-06)

18. Decode. (4-5-00)

a. To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. (4-5-00)

b. To change communication signals into messages, as to decode body language. (4-5-00)

19. Dual Credit. Dual credit allows high school students to simultaneously earn credit toward a high school diploma and a postsecondary degree or certificate. Postsecondary institutions work closely with high schools to deliver college courses that are identical to those offered on the college campus. Credits earned in a dual credit class become part of the student’s permanent college record. Students may enroll in dual credit programs taught at the high school or on the college campus. (4-11-06)

20. Emergent Literacy. Development of the association of print with meaning that begins early in a child’s life and continues until the child reaches the stage of conventional reading and writing. (4-5-00)

21. Employability Skills. Work habits and social skills desirable to employers, such as responsibility, communication, cooperation, timeliness, organization, and flexibility. (4-5-00)

22. Entry-Level Skills. The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer. (4-5-00)

23. Evaluation (Student). Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria, derived from multiple sources of information. Student evaluation and student assessment are often used interchangeably. (4-5-00)

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24. Experiential Education (Application). Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences. (4-5-00)

25. Exploratory Experience (Similar to a Job Shadow). An opportunity for a student to observe and participate in a variety of worksite activities to assist in defining career goals. An in-school exploratory experience is a school-based activity that simulates the workplace. (4-5-00)

26. Fluency. The clear, rapid, and easy expression of ideas in writing or speaking; movements that flow smoothly, easily, and readily. (4-5-00)

27. Genre (Types of Literature). A category used to classify literary and other works, usually by form, technique, or content. Categories of fiction such as mystery, science fiction, romance, or adventure are considered genres. (4-5-00)

28. Graphophonic/Graphophonemic. One (1) of three (3) cueing systems readers use to construct texts; the relationships between oral and written language (phonics). (4-5-00)

008. DEFINITIONS H - S.

01. Interdisciplinary or Integrated Assessment. Assessment based on tasks that measures a student's ability to apply concepts, principles, and processes from two (2) or more subject disciplines to a project, issue, or problem. (4-5-00)

02. International Baccalaureate (IB) - Administered by the International Baccalaureate Organization, the IB program provides a comprehensive liberal arts course of study for students in their junior and senior years of high school. IB students take end-of-course exams that may qualify for college credit. Successful completion of the full course of study leads to an IB diploma. (4-11-06)

03. Laboratory. A laboratory science course is defined as one in which at least one (1) class period each week is devoted to providing students with the opportunity to manipulate equipment, materials, specimens or develop skills in observation and analysis and discover, demonstrate, illustrate or test scientific principles or concepts. (4-11-06)

04. Learning Plan. The plan that outlines a student's program of study, which should include a rigorous academic core and a related sequence of electives in academic, professional-technical education (PTE), or humanities aligned with the student's post graduation goals. (4-11-06)

05. Narrative. Text in any form (print, oral, or visual) that recounts events or tells a story. (4-5-00)

06. Norm-Referenced Assessment. Comparing a student's performance or test result to performance of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.) (4-5-00)

07. On-Demand Assessment. Assessment that takes place at a predetermined time and place. Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment. (4-5-00)

08. Performance Assessment. Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established performance criteria. (4-5-00)

09. Performance-Based Assessment. The measurement of educational achievement by tasks that are similar or identical to those that are required in the instructional environment, as in performance assessment tasks, exhibitions, or projects, or in work that is assembled over time into portfolio collections. (4-5-00)

10. Performance Criteria. A description of the characteristics that will be judged for a task.

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Performance criteria may be holistic, analytic trait, general or specific. Performance criteria are expressed as a rubric or scoring guide. Anchor points or benchmark performances may be used to identify each level of competency in the rubric or scoring guide. (4-5-00)

11. Phonics. Generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one (1) or more sounds (or phonemes). (4-5-00)

12. Portfolio. A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (4-5-00)

13. Professional Development. A comprehensive, sustained, timely, and intensive process to improve effectiveness of teachers and administrators in raising student achievement, which: (4-4-13)

a. Aligns with rigorous state academic achievement standards, local educational agency goals, school improvement goals, effective technology integration, and Common Core standards. (4-4-13)

b. Utilizes data driven instruction using a thorough review and continual evaluation of data on teacher and student performance to define clear goals and distinct outcomes. (4-4-13)

c. Provides opportunities that are individualized enough to meet distinct and diverse levels of need for teachers and administrators. (4-4-13)

d. Is facilitated by well-prepared school administrators, coaches, mentors, master teachers, lead teachers, or third-party providers under contract with the State Department of Education, school district, or charter school, and supported by external research, expertise, or resources. (4-4-13)

e. Fosters a collective responsibility by educators within the school for improved student performance and develops a professional learning community. (4-4-13)

14. Print Awareness. In emergent literacy, a learner's growing awareness of print as a system of meaning, distinct from speech and visual modes of representation. (4-5-00)

15. Professional-Technical Education. Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the baccalaureate level. (4-11-06)

16. Proficiency. Having or demonstrating a high degree of knowledge or skill in a particular area. (4-5-00)

17. School-to-Work Transition. A restructuring effort that provides multiple learning options and seamless integrated pathways to increase all students' opportunities to pursue their career and educational interests. (4-5-00)

18. Service Learning. Combining service with learning activities to allow students to participate in experiences in the community that meet actual human needs. Service learning activities are integrated into the academic curriculum and provide structured time for a student to think, talk, or write about what was done or seen during the actual service activity. Service learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their communities, and helps foster the development of a sense of caring for others. (4-5-00)

19. Skill Certificate. Portable, industry-recognized credential that certifies the holder has demonstrated competency on a core set of performance standards related to an occupational cluster area. Serving as a signal of skill

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mastery at benchmark levels, skill certificates may assist students in finding work within their community, state, or elsewhere. A National Skills Standards Board is presently charged with issuing skill voluntary standards in selected occupations based on the result of research and development work completed by twenty-two (2) contractors. (4-5-00)

20. Standards. Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and achievement standards. (4-2-08)

21. Standardization. A set of consistent procedures for constructing, administering and scoring an assessment. The goal of standardization is to ensure that all students are assessed under uniform conditions so the interpretation of performance is comparable and not influenced by differing conditions. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups. (4-5-00)

22. Standards-Based Education. Schooling based on defined knowledge and skills that students must attain in different subjects, coupled with an assessment system that measures their progress. (4-5-00)

23. Structured Work Experience. A competency-based educational experience that occurs at the worksite but is tied to the classroom by curriculum through the integration of school-based instruction with worksite experiences. Structured work experience involves written training agreements between school and the worksite, and individual learning plans that link the student's worksite learning with classroom course work. Student progress is supervised and evaluated collaboratively by school and worksite personnel. Structured work experience may be paid or unpaid; may occur in a public, private, or non-profit organization; and may or may not result in academic credit and/or outcome verification. It involves no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience. (4-5-00)

24. Student Learning Goals (Outcomes). Statements describing the general areas in which students will learn and achieve. Student learning goals typically reflect what students are expected to know by the time they leave high school, such as to read and communicate effectively; think critically and solve problems; develop positive self-concept, respect for others and healthy patterns of behavior; work effectively in groups as well as individually; show appreciation for the arts and creativity; demonstrate civic, global and environmental responsibility; recognize and celebrate multicultural diversity; exhibit technological literacy; have a well-developed knowledge base which enhances understanding and decision making, and demonstrate positive problem solving and thinking skills. (4-5-00)

25. Synchronous Course. A course in which the teacher and students interact at the same time. May be applied to both traditional and technology based courses. (3-29-12)

009. DEFINITIONS T - Z.

01. ~~Teeh Prep~~Technical Competency Credit. ~~Teeh Prep~~Technical competency credit is a sequenced program of study that allows secondary students to document proficiency in the skills and abilities they develop in approved high school professional-technical programs to be evaluated for postsecondary transcription at a later date.~~combines at least two (2) years of secondary and two (2) years of postsecondary education. It is designed to help students gain academic knowledge and technical skills, and often earn college credit for their secondary coursework. Programs are intended to lead to an associate's degree or a certificate in a specific career field, and ultimately, to high wage, high skill employment or advanced postsecondary training.~~ Technical Competency Credits are awarded for skills and competencies identified as eligible through an agreement with at least one Idaho postsecondary institution. Eligible skills and competencies are included as part of a high school professional-technical program and approved by the postsecondary institution through the agreement in advance to student participation. (4-11-06)()

02. Technology Education. A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic devises, and other resources found in most communities today. (4-5-00)

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03. Total Quality Management. A systematic approach to standardizing and increasing the efficiency of internal systems and processes, whether in a business or a school, using statistical and management tools for continuous improvement. Emphasis is on documenting effective processes, committing to meet customers' needs and sharing decision making. (3-15-02)

04. Transferable Skills. Skills that are inter-changeable among different jobs and workplaces. For example, the ability to handle cash is a skill one could use as both a restaurant cashier and a bank teller. The ability to problem solve or work as a team member is transferable among most jobs and workplaces. (4-11-06)

05. 2+2 or 4+2. A planned, streamlined sequence of academic and professional-technical courses which eliminates redundancies between high school and community college curricula; 2+2 is high school years eleven (11) and twelve (12) and community college years thirteen (13) and fourteen (14); 4+2 is high school years nine (9), ten (10), eleven (11), and twelve (12) and community college years thirteen (13) and fourteen (14). (4-11-06)

06. Unique Student Identifier. A number issued and assigned by the State Department of Education to each student currently enrolled or who will be enrolled in an Idaho local education agency to obtain data. (5-8-09)

07. Writing Process. The many aspects of the complex act of producing written communication; specifically, planning, drafting, revising, editing, and publishing. (4-5-00)

08. Word Recognition. (4-5-00)

a. The quick and easy identification of the form, pronunciation, and appropriate meaning of a word previously met in print or writing; (4-5-00)

b. The process of determining the pronunciation and some degree of meaning of a word in written or printed form. (4-5-00)

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SUBJECT

Proposed Rule IDAPA 08.02.03.105, Rules Governing Thoroughness – Graduation Requirement

REFERENCE

| | |
|---------------|---|
| August 2013 | Board approved a temporary and proposed rule amendments requiring the transcription of credits earned in middle school that meet certain criteria. |
| November 2013 | Board approved pending rules changes to IDAPA 08.02.03.105.05 Middle School requiring the transcription of credits earned in middle school that meet certain criteria. |
| November 2014 | Board approved pending rules suspending the proficiency requirements for student's graduating in 2017 and the movement of the ISAT to the 11 th grade (rejected by the 2015 legislature). |
| February 2015 | Board was updated on the rejection of the pending rule amending IDAPA 08.02.03.105 |
| May 2015 | Board received in-service on different forms and uses of student assessments. |
| April 2015 | Board approve a temporary rule clarifying the teacher requirements for middle level courses that are eligible to be transcribed for high school content and credit requirements. |
| August 2015 | Board approved proposed rule amendments to IDAPA 08.02.03 regarding the transcription of credits earned in middle school, the proficiency graduation requirement, and the alternate routes for meeting the proficiency requirement. |

APPLICABLE STATUTE, RULE, OR POLICY

IDAPA 08.02.03, Rules Governing Thoroughness, subsection 105.

BACKGROUND/DISCUSSION

The proposed amendments address three (3) separate issues that are contained in the same section of Idaho Administrative Code, IDAPA 08.02.03, subsection 105 - Graduation Requirements. These include the transcription of middle level (school) credits to a student's high school transcript, the Idaho Standards Achieve Test (ISAT) graduation proficiency requirements, and the alternate paths to graduation for those students that do not meet the proficiency requirement to graduate.

In 2013 the Board approved changes to IDAPA 08.02.03.105.05 allowing students who complete a course meeting the following criteria to have the credit for that course transcribed to their high school transcript:

- Student received a "C" or higher

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- Course meets the same standards as the transcribed high school course
- Teacher is properly certified and highly qualified to teach the course

Since the rules adoption, Board staff have received several calls from parents requesting their student's grades not be transcribed, as they believe it would impact their student's high school grade point average negatively. In addition to the parent's request, Board staff have received a request from the Pocatello School District requesting a waiver of the administrative rule for the same reason. Rather than waive the rule, staff has determined that an amendment allowing for the parents' choice, would be a more appropriate long term solution. In April 2015 the Board approved temporary rule changes to provide this clarification. The temporary rule was necessary at the time to provide schools with clarification prior to the end of the school year. The proposed amendment regarding this issue will incorporate the language already approved by the Board as the temporary rule.

As part of the transition to the ISAT by Smarter Balance (administered by AIR) the Board had approved changes to the graduation proficiency requirement, these changes in part moved the grade level requirement from grade ten (10) to grade eleven (11), exempted those students graduating in 2016 and 2017 from having to show proficiency on the assessment to graduate and allowed those students who showed proficiency in grade nine (9) to bank their scores. The exemption for those students graduating in 2016 has been in place since 2014. During the 2015 legislative session, the pending rule exempting students graduating in 2017 as well as moving the assessment to grade eleven (11), was rejected. The proposed changes to address this issue would remove the language allowing students who show proficiency in grade nine (9) to bank their scores and would add language that would exempt those students who will graduate in 2017 from having to show proficiency to graduate.

During the transition to the new version of the ISAT, additional students who do not meet the traditional requirements to qualify for an alternate route to graduation but are eligible to use an alternate route to graduation due to not scoring proficient by the end of grade 11, are using their district's alternate routes in order to graduate. This has brought more attention to the alternate routes developed by the school districts and the need for additional language that addresses common concerns that have been observed by Board staff who receive the plans from the districts. Proposed amendments to this section would include; removing the requirement that the student must go through an appeals process with the school district or charter school first, even though eligibility has already been established; clarifying language regarding submittal vs. approval of the school district plans prior to implementation by the school district; clarification that multiple measures does not mean single measures in multiple paths, the measures must be in addition to standard school district or state graduation requirements; and a requirement that the school districts provide documentation/rational of how they determined the multiple measures demonstrate grade ten (10) proficiency.

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IMPACT

Approval of the proposed rule will address several outstanding issues with the current language that were caused in part by the partial rejection of the pending rule approved by the Board in 2014.

ATTACHMENTS

Attachment 1 –Proposed Rule IDAPA 08.02.03.105

Page 5

STAFF COMMENTS AND RECOMMENDATIONS

Board staff worked with the stakeholder organizations in the development of the final language of this rule. All parties were in agreement with the proposed language.

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. If approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin for consideration by the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

We received one (1) comment during the 21 day public comment period. The comment was regarding the reference to the teacher qualification for transcribing middle school credits to the high school transcript. The proposed changes refers to a teacher qualified to teach high school courses, the suggestion was to specify what that was. This comment was not incorporated, the requirements for teaching secondary courses are specified in IDAPA 08.02.02, including them in this section as well could create confusion in the future if one section was changed and not the other or would require both sections to be changed each time there was a change in the certification requirements. It is customary to not duplicate requirements or definition in separate sections of rule for this reason.

There have been no changes to the rule between the proposed and pending rule.

BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0203-1507, as submitted in Attachment 1.

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-six (46) credits and must include twenty-nine (29) credits in core subjects as identified in Paragraphs 105.01.c. through 105.01.i. (3-12-14)

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. A student 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. Six (6) 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. AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering courses may also be counted as a mathematics credit if the student has completed Algebra II standards. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. Students must complete secondary mathematics in the following areas: (3-12-14)

(1) 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)

(2) 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)

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

ii. Two (2) credits of the required six (6) credits of mathematics must be taken in the last year of high school in which the student intends to graduate. For the purposes of this subsection, the last year of high school shall include the summer preceding the fall start of classes. Students who return to school during the summer or the following fall of the next year for less than a full schedule of courses due to failing to pass a course other than math

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are not required to retake a math course as long as they have earned six (6) credits of high school level mathematics. (3-12-14)

iii. Students who have completed six (6) credits of math prior to the fall of their last year of high school, including at least two (2) semesters of an Advanced Placement or dual credit calculus or higher level course, are exempt from taking math during their last year of high school. High School math credits completed in middle school shall count for the purposes of this section. (3-12-14)

e. Science. Six (6) credits are required, four (4) of which will be laboratory based. Secondary sciences include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. Up to two (2) credits in AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may be used as science credits. Students who choose to take AP Computer Science, Dual Credit Computer Science, and Dual Credit Engineering may not concurrently count such courses as both a math and science credit. (3-12-14)

i. 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. Effective for all public school students who enter grade nine (9) in Fall 2015 or later, each student shall receive a minimum of one (1) class period on psychomotor cardiopulmonary resuscitation (CPR) training as outlined in the American Heart Association (AHA) Guidelines for CPR to include the proper utilization of an automatic external defibrillator (AED) as part of the Health/Wellness course. (3-12-14)

i. Students participating in one (1) season in any sport recognized by the Idaho High School Activities Association or club sport recognized by the local school district, or eighteen (18) weeks of a sport recognized by the local school district may choose to substitute participation up to one (1) credit of physical education. Students must show mastery of the content standards for Physical Education in a format provided by the school district. (4-1-15)

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 grade nine (9) in Fall 2012 or later.) (3-12-14)

a. A student must take one (1) of the following college entrance or placement examinations before the end of the student's eleventh grade year: SAT, ACT, or Compass. A student who misses the statewide administration of the college exam during the student's grade eleven (11) for one (1) of the following reasons, may take the examination during their grade twelve (12) to meet this requirement: (3-12-14)

i. Transferred to an Idaho school district during grade eleven (11); (3-12-14)

ii. Was homeschooled during grade eleven (11); or (3-12-14)

iii. Missed the spring statewide administration of the college entrance exam dates for documented

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medical reasons. (3-12-14)

b. A student may elect an exemption in grade eleven (11) from the college entrance exam requirement if the student is: (3-12-14)

i. Enrolled in a special education program and has an Individual Education Plan (IEP) that specifies accommodations not allowed for a reportable score on the approved tests; (3-12-14)

ii. Enrolled in a Limited English Proficient (LEP) program for three (3) academic years or less; or (3-12-14)

iii. Enrolled for the first time in grade twelve (12) at an Idaho high school after the fall statewide administration of the college entrance exam. (4-1-15)

c. Students who are eligible to take an alternate assessment may take the ACCUPLACER Placement exam during their senior year to meet the college entrance exam graduation requirement. (3-12-14)

04. Senior Project. 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. (3-12-14)

05. Middle School. A student will have met the high school content and credit area requirement for any high school course if: the requirements outlined in subsections 105.05.1. through 105.05.c. of this rule are met. ~~(4-1-15)~~()

a. The student completes such course with a grade of C or higher before entering grade nine (9); (3-12-14)

b. The course meets the same content standards that are required in high school for the same course; and ~~(3-12-14)~~()

c. The course is taught by a teacher properly ~~certificated-certified teacher to teach high school content~~ and who meets the federal definition of highly qualified for the course being taught. ~~(3-12-14)~~()

d. The student shall be given a grade for the successful completion of that course and such grade and the number of credit hours assigned to the course shall be transferred to the student's high school transcript. Notwithstanding this requirement, the student's parent or guardian shall be notified in advance when credits are going to be transcribed and may elect to not have the credits and grade transferred to the student's high school transcript. Courses taken in middle school appearing in the student's high school transcript, pursuant to this subsection, shall count for the purpose of high school graduation. However, the student must complete the required number of credits in all high school core subjects as identified in Subsections 105.01.c. through 105.01.h. except as provided in 105.01.d.iii. The transcribing high school is required to verify the course(s) meet(s) the requirements specified in subsection 105.05.a. through 105.05.c. of this rule. ~~(3-12-14)~~()

06. Proficiency. Each student must achieve a proficient or advanced score on the grade ten (10) Idaho Standards Achievement Test (ISAT) in math, reading and language usage in order to graduate unless specifically exempted from doing so as contained herein. Students who will graduate in 2016 and who received a proficient or advanced score on the grade ten (10) ISAT while in grade nine (9) may bank the score for purposes of meeting their graduation requirement. 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. 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~~grade ten (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 that are not in conformance with the requirements of subsection 106.b. shall be returned to the LEA and must be resubmitted. Alternate plans must be promptly re-submitted to the Board whenever changes are made in

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such plans. LEA must provide a descriptive summary of how each measure is aligned to the grade ten (10), or higher, state content standards and shows students proficiency. The Board may request plans are submitted in a common format or additional information as necessary to determine plans are in conformance with these rules.

(3-12-14)

a. Before entering an alternate ~~measure~~plan, 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, if alternate paths are available to the student within the LEA's alternate plan, each path must contain multiple measures; ~~(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)

vi. At least one (1) measure must utilize an externally-created, validated assessment as the evaluation tool; and ()

vii. Measures may not be duplicative of the State or LEA's standard graduation requirements. ()

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)

v. The student will graduate in 2017 and completed the grade ten (10) ISAT in math, reading and language usage in 2015. ()

d. Those students who will graduate in 2016 and have not received a proficient or advanced score on the ISAT in grade nine (9), will be required to complete an alternative plan for graduation, as designed by the district, including the elements prescribed in Subsection 105.06.b. and may enter the alternate path prior to the fall of their senior year. (3-12-14)

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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. A foreign exchange student 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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UNIVERSITY OF IDAHO

SUBJECT

Pending Rule – Docket No. 08-0501-1501, Rules Governing Seed and Plant Certification.

REFERENCE

| | |
|-----------------|---|
| May 14, 2014 | Board approved seed certification standards and temporary and proposed rule, IDAPA 08.05.01, Rules Governing Seed and Plant Certification - as presented. |
| August 14, 2014 | Board approved pending rule, IDAPA 08.05.01. |
| April 16, 2015 | Board approved amendment to seed certification standards. |
| May 20, 2015 | Board approved temporary rule amendments to IDAPA 08.05.01 incorporating amended seed certification standards. |
| August 13, 2015 | Board approved proposed rule changes to IDAPA 08.05.01 incorporating amended seed certification standards. |

APPLICABLE STATUTE, RULE, OR POLICY

Title 22 Chapter 15, specifically Sections 22-1504 and 22-1505, Idaho Code.
Idaho Administrative Code, IDAPA 08.05.01, Rules Governing Seed and Plant Certification.

BACKGROUND/DISCUSSION

During the 2014 calendar year, the University of Idaho and the Board took action to address compliance within statutory requirements related to certification of seeds, tubers, plants and plant parts in the state of Idaho as contained in the Seed and Plant Certification Act of 1959 (Idaho Code Title 22 Chapter 15). The Board's action entailed incorporating into Board rules, by reference, the existing published Standards for Certification of the Idaho Crop Improvement Association, Inc. (ICIA). These existing published standards were created through a long established process involving the ICIA Board working in conjunction with committees for the various seed crops, composed of individuals representing the seed growers and processors, to create and then continuously update the standards. Standards, and any revisions to existing standards, are then presented to the Foundation Seed Stock Committee within the Agriculture Experiment Station at the University of Idaho for approval and then presented for approval by the University's Director of the Agriculture Experiment Station.

In 2014, the ICIA standards were incorporated into Board rule exactly as they were published by the ICIA and available to the public through the ICIA web-site. This action brought the standards into compliance with Idaho Code Sections 22-1504 and 22-1505 (which require promulgation of the seed certification standards under the

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Idaho Administrative Procedures Act (IDAPA) process), and did so in a fashion that did not disrupt the crop seed industry which had been operating under the existing standards for over 50 years. This was accomplished by the Board under a temporary and proposed rule such that effective with the initial approval of the Board in May 2014, the seed certification program was in compliance with the IDAPA rule requirements.

Following the incorporation of the rules into Administrative Rule, the ICIA reviewed its published standards and determined that a significant portion of the materials published on the website fall outside of the standards and are more accurately defined as processes. To address this, ICIA has created separate documents each for the actual standards and for the processes that are used for establishing whether the standards are met for a particular crop. The Board approved the amended standards at the April 15-16, 2015 Board meeting and approved a temporary rule at the May 20, 2015 Special Board meeting, incorporating those standards by reference into IDAPA 08.02.05.

IMPACT

Approval of the amendment as a proposed rule will allow the rule to move forward through the rulemaking process, making the changes permanent.

ATTACHMENTS

| | |
|---|--------|
| Attachment 1 – Proposed Rule – IDAPA 08.05.01 | Page 5 |
| Attachment 2 – Standards for Seed and Plant Certification | Page 9 |

STAFF COMMENTS AND RECOMMENDATIONS

The rule was originally run as a temporary rule to allow for the updated standards to take effect immediately, and to allow the ICIA to go through their fee setting process to determine if there would be any changes to the fees that are also a part of IDAPA 08.05.01. The ICIA has completed their fee setting process and has determined there would be no increase in their fees this year.

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. If approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin for consideration by the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

We received no comments during the 21 day public comment period. There have been no changes to the rule between the proposed and pending rule.

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BOARD ACTION

I move to approve Pending Rule – Docket No. 08-0501-1501, as presented in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 08
TITLE 05
CHAPTER 01**

08.05.01 - RULES GOVERNING SEED AND PLANT CERTIFICATION

1. LEGAL AUTHORITY.

This chapter is adopted under the authority of Title 22, Chapter 15, Idaho Code. (4-6-15)

2. TITLE AND SCOPE.

1. Title. The title of this chapter is IDAPA 08.05.01, "Rules Governing Seed and Plant Certification," by Idaho Crop Improvement Association, Inc. (4-6-15)

2. Scope. These rules shall govern the standards and procedures for the certification of seeds, tubers, plants, or plant parts in the state of Idaho by the Regents of the University of Idaho through the Idaho Agricultural Experiment Station in the College of Agricultural and Life Sciences and its duly authorized agent, Idaho Crop Improvement Association, Inc., as an agent and instrumentality and servant of the State. (4-6-15)

3. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretations of the rule of this chapter will be made available at the Idaho State Board of Education office. (4-6-15)

4. ADMINISTRATIVE APPEAL.

There is no provision for administrative appeals before the Board under this chapter. Hearing and appeal rights are set forth in Title 67, Chapter 52, Idaho Code. (4-6-15)

5. INCORPORATION BY REFERENCE.

The following documents are incorporated by reference into this rule. The Idaho Seed and Plant Certification Standards are adopted by the Idaho Crop Improvement Association. Copies of the following documents may be obtained from the Idaho Crop Improvement Association, Inc. website at <http://www.idahocrop.com/index.aspx>, or from the Idaho Crop Improvement Association, Inc. office. (4-6-15)

1. ~~General Seed Certification Standards~~ Prohibited Noxious Seed in Idaho Certified Seed. The ~~standard for Prohibited Noxious Seed in Idaho Certified Seed~~ General Seed Certification Standards of the Idaho Crop Improvement Association, Inc., as last modified and approved on ~~February 25, 2014~~ March 17, 2015. (4-6-15)

2. Seed Certification Fee & Application Schedule. The Seed Certification Fee and Application Schedule of the Idaho Crop Improvement Association, Inc., as last modified and approved on July 11, 2014. (4-6-15)

3. ~~Interagency Certification Regulations and Procedures.~~ The ~~Interagency Certification Regulations and Procedures of the Idaho Crop Improvement Association, Inc., as last modified and approved on April 6, 2006.~~ (4-6-15)

4.3. ~~Idaho Alfalfa Certification Regulations in Idaho Standards.~~ The Idaho Alfalfa Certification Regulations Standards adopted by the Idaho Crop Improvement Association, Inc., as last modified and approved on ~~April 6, 2006~~ March 17, 2015. (4-6-15)

5.4. ~~Idaho Beans Certification Regulations in Idaho Standards.~~ The Idaho Beans Certification Regulations Standards adopted by the Idaho Crop Improvement Association, Inc., as last modified and approved on ~~December 12, 2009~~ March 17, 2015. (4-6-15)

6.5. ~~Idaho Red Clover Certification Regulations in Idaho Standards.~~ The Idaho Red Clover Certification Regulations Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on ~~April 6, 2006~~ March 17, 2015. (4-6-15)

7.6. ~~Idaho Chickpea (Garbanzo Beans) Certification Regulations in Idaho Standards.~~ The Idaho Chickpea (Garbanzo Beans) Certification Regulations Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on ~~April 6, 2006~~ March 17, 2015. (4-6-15)

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8.7. Idaho Grain Certification Regulations in Idaho Standards. The Idaho Grain Certification Regulations Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on March 10, 2014 March 17, 2015. (4-6-15)

9.8. Idaho Grass Seed Certification Regulations in Idaho Standards. The Idaho Grass Seed Certification Regulations Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on March 10, 2014 March 17, 2015. (4-6-15)

10.9. Canola, Mustard and Idaho Rapeseed/Canola/Mustard Certification Regulations in Idaho Standards. The Idaho Rapeseed/Canola/Mustard and Rapeseed-Certification Standards Regulations adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on January 29, 2014 March 17, 2015. (4-6-15)

11.10. Rules of Certification for Seed Idaho Potatoes Certification Standards in Idaho. The Rules of Certification for Seed Potatoes Idaho Potato Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved on April 21, 2014 March 17, 2015. (4-6-15)

12.11. Pre-Variety Germplasm Certification Regulations in Idaho. The Pre-variety Germplasm Certification Regulations adopted by the Idaho Crop Improvement Association, Inc., as amended and approved April 11, 2014 March 17, 2015. (4-6-15)

12. Miscellaneous Crop Idaho Lentil Certification Regulations in Idaho Standards. The Miscellaneous Crop Idaho Lentil Certification Regulations Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved April 6, 2006 March 17, 2015. (T)

13. Idaho Blue Flax Certification Standards. The Idaho Blue Flax Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (T)

14. Idaho Milkvetch Certification Standards. The Idaho Milkvetch Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (T)

15. Idaho Pea Certification Standards. The Idaho Pea Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (T)

16. Idaho Sanfoin Certification Standards. The Idaho Sanfoin Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (T)

17. Idaho Birdsfoot Trefoil Certification Standards. The Idaho Birdsfoot Trefoil Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (T)

18. Idaho White Clover Certification Standards. The Idaho White Clover Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (T)

19. Idaho Penstemon Certification Standards. The Idaho Penstemon Certification Standards adopted by the Idaho Crop Improvement Association, Inc., as amended and approved March 17, 2015. (T)

13. _____ (4-6-15)

6. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.

1. Physical Addresses. The main office of the Idaho Crop Improvement Association, Inc. is located at 429 SW 5th Avenue, Suite 105, Meridian, ID 83642. The branch offices are located at: 1680 Foote Drive, Idaho Falls, ID 83402; 5920 N Government Way, Suite 10, Dalton Gardens, ID 83815; 2283 Wright Avenue, Suite C, Twin Falls, ID 83303. (4-6-15)

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2. Office Hours. Office hours are 8 a.m. to 5 p.m., Mountain Time, Monday through Friday, except holidays. These office hours apply to each branch. (4-6-15)

3. Mailing Addresses. The mailing address for the Idaho Crop Improvement Association, Inc. main office is 429 SW 5th Avenue, Suite 105, Meridian, ID 83642. The branch offices mailing addresses are: 1680 Foote Drive, Idaho Falls, ID 83402; 5920 N Government Way, Suite 10, Dalton Gardens, ID 83815; 2283 Wright Avenue, Suite C, Twin Falls, ID 83303. (4-6-15)

4. Telephone Numbers. The telephone number for the Idaho Crop Improvement Association, Inc. main office is (208) 884-8225. The telephone numbers for the branches are: Idaho Falls (208) 522-9198; Dalton Gardens (208) 762-5300; Twin Falls (208) 733-2468. (4-6-15)

5. Fax Numbers. The fax number for the Idaho Crop Improvement Association Inc. main office is (208) 884-4201. The fax numbers for the branches are: Idaho Falls (208) 529-4358; Dalton Gardens (208) 762-5335; Twin Falls (208) 733-4803. (4-6-15)

6. PUBLIC RECORDS ACT COMPLIANCE.

These rules are public records available for inspection and copying at the Idaho Crop Improvement Association Inc., and the State Law Library. (4-6-15)

7. -- 009. (RESERVED)

10. DEFINITIONS.

In addition to the definitions set forth in Title 22, Chapter 15, Idaho Code, the definitions found in the standards of the Idaho Crop Improvement Association, Inc., incorporated by reference in Section 004 of these rules, shall apply to these rules. (4-6-15)

11. (RESERVED)

12. APPLICABILITY.

These rules shall apply to all seeds, tubers, plants, or plant parts located in, imported into, or exported from the state

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Idaho Alfalfa Certification Standards

Land Requirements:

- A. Breeder seed for the production of foundation seed shall be planted on land on which no alfalfa was grown or planted during the four (4) years prior to the one in which the present stand was planted.
- B. Foundation seed for the production of registered seed shall be planted on land on which no alfalfa was grown or planted during the three (3) years prior to the one in which the present stand was planted.
- C. Breeder, foundation, or registered seed for the production of certified seed shall be planted on land on which no alfalfa was grown or planted during the year prior to the one in which the present stand was planted.

This requirement is lengthened to three (3) years for non-GMO alfalfa being planted after GMO alfalfa production. A pre-plant inspection is required.

- D. For foundation, registered and certified the land must be free from volunteer plants as determined by field inspection at time seeding is established.
- E. At least two (2) years must elapse between destruction of varieties of dissimilar adaptation (varieties which differ by four (4) or more points on a dormancy rating scale as reported by the National Alfalfa Variety Review Board) and establishment of a new stand for the production of seed for certification.

Isolation Requirements:

A field producing foundation, registered or certified seed must have the minimum isolation distance from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements for certification as given in the following table:

| CLASSES | Fields of less than 5 Acres | Fields of more than 5 Acres |
|----------------|------------------------------------|------------------------------------|
| Foundation | 900 feet | 600 feet |
| Registered | 450 feet | 300 feet |
| Certified | 330 feet | 165 feet |

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| | | |
|--------------------------------------|----------|----------|
| Different generation of same variety | 10 feet | 10 feet |
| GMO Fields from Non-GMO | 900 feet | 900 feet |

3. For Certified Class Only.
When the isolation zone (which is calculated by multiplying the length of the common border with other varieties of alfalfa by the average width of the certified field falling within 165 feet isolation distance requirement) is less than 10% for the entire field, no isolation is required.

This calculation does not apply to GMO fields adjacent to conventional fields.
4. Volunteer Plants.
Volunteer plants may be cause for rejection or reclassification of a seed field.
5. Fields producing foundation class seed will be rejected if more than two flowering plants, per acre of production, of the same species are found within the isolation zone.

Field Standards:

| Factor | Maximum permitted in each class | | |
|---------------------|---------------------------------|------------|-----------|
| | Foundation | Registered | Certified |
| Red Clover | 1/1000 | 1/1000 | 1/200 |
| Sweet Clover-Plants | None ¹ | 10/acre | 10/acre |
| Other varieties * | None | None | 1.00% |

*Other varieties shall be considered to include off-type plants and plants that can be differentiated from the variety that is being inspected.

¹None tolerance means none found during the normal inspection procedures.

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Seed Standards:

| Factor | Standards for each class | | |
|---|---------------------------------|----------------------------------|-------------------------------|
| | Foundation White Tag | Registered Purple Tag | Certified Blue Tag |
| Pure Seed (Min.) | 99.0% | 99.0% | 99.0% |
| Other Crops (Max.) | .1% | .1% | .25% |
| Sweet Clover (Max.) | None | 45/lb | 90/lb |
| Inert Matter (Max.) | 1.0% | 1.0% | 1.0% |
| Weed Seed (Max.) | .1% | .2% | .25% |
| Noxious Weeds* | None ² | None | None |
| Objectionable Weeds (Max.) ¹ | None | None | 18/lb |
| Total Germination (Min.) | 80.0% | 80.0% | 85.0% |

*Noxious Weeds, See Prohibited Noxious Weed List.

¹Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed, Wild Oats.

²None tolerance means none found during the normal inspection procedures.

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Idaho Bean Certification Standards

Land Requirements.

- A. A field, to be eligible for the production of foundation, registered and/or certified beans shall not have been planted to beans for one (1) year unless the previous crop was under certification and of the same variety and class.
- B. A field on which Bacterial Blight has been found will not be eligible to grow certified beans until it has been cropped two (2) years to crops other than beans.

Field Standards:

| Factor | Maximum permitted in each class | | |
|--|--|-------------------|------------------|
| | Foundation | Registered | Certified |
| Other Varieties | None ¹ | 0.05% | 0.10% |
| Other Crops (inseparable) | None | 0.05% | 0.10% |
| Anthraxnose, Bacterial Bean Blights, Wilt and Brown Spot | None | None | None |
| Bean Common Mosaic Virus and Bean Common Mosaic Necrosis Virus | None | .5% | 1.0% |
| Inseparable Noxious Weeds (must be controlled) | None | None | None |

¹None tolerance means none found during the normal inspection procedures.

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Seed Standards.

| Factor | Standards for each class | | |
|---|---------------------------------|----------------------------------|-------------------------------|
| | Foundation White Tag | Registered Purple Tag | Certified Blue Tag |
| Pure Seed (Min.) | 99.0% | 99.0% | 99.0% |
| Other Crops or Varieties (Max.) | None ⁴ | None | .00125% |
| Inert Matter (Max.) ¹ | 1.0% | 1.0% | 1.0% |
| Splits and Cracks (Max.) ^{1, 1a} | 1.0% | 1.0% | 1.0% |
| Weed Seeds (Max.) | None | None | 0.1% |
| Noxious Weeds ² | None | None | None |
| Objectionable Weeds ³ | None | None | None |
| Germination (Min.) | 85.0% | 85.0% | 85.0% |

¹The total defects and damage in combination with inert shall not exceed 2%, splits and cracks. Except as noted in footnote 1a, the maximum defects allowed will be 3% in these designated market classes. Inert matter cannot consist of more than 0.05% foreign material (soil or rock).

^{1a}A maximum of 2% splits and cracks will be allowed in the following market classes: Navy, Kidney, and Yellow Eye. All other tolerances apply where applicable.

²Noxious weeds – See Prohibited Noxious Seed List

³Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed, Wild Oats, and nightshade berry.

⁴None tolerance means none found during the normal inspection procedures.

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Idaho Birdsfoot Trefoil Certification Standards

Land Requirements:

- A. Breeder seed for the production of foundation seed shall be planted on land on which no Birdsfoot Trefoil was grown or planted during the five (5) years prior to the one in which the present stand was planted.
- B. Foundation seed for the production of registered seed shall be planted on land on which no Birdsfoot Trefoil was grown or planted during the four (4) years prior to the one in which the present stand was planted.
- C. Foundation, registered and/or certified seed for the production of certified seed shall be planted on land on which no Birdsfoot Trefoil was grown or planted during the three (3) years prior to the one in which the present stand was planted.

Isolation Requirements:

A field producing foundation, registered or certified seed must have the minimum isolation distance from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements for certification, as given in the following table:

| CLASSES | Fields of less than 5 Acres | Fields of more than 5 Acres |
|---|--|--|
| Foundation | 1320 feet | 1320 feet |
| Registered | 660 feet | 330 feet |
| Certified | 330 feet | 165 feet |
| Different generation of the same variety | 10 feet | 10 feet |

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Field Standards:

| Factor | Maximum permitted in each class | | |
|---------------------|--|-------------------|------------------|
| | Foundation | Registered | Certified |
| Sweet Clover-Plants | None | None | 80/acre |
| Other varieties* | .1% | .25% | 1.0% |

*Other varieties shall be considered to include off-type plants and plants that can be differentiated from the variety that is being inspected.

Seed Standards:

| Factor | Standards for each class | | |
|---|---------------------------------|-------------------|------------------|
| | Foundation | Registered | Certified |
| | White Tag | Purple Tag | Blue Tag |
| Pure Seed (Min.) | 99.0% | 99.0% | 98.0% |
| Other Crops (Max.) | .1% | .1% | 1.0% |
| Sweet Clover (Max.) | None | 90/lb | 180/lb |
| Inert Matter (Max.) | 1.0% | 1.0% | 2.0% |
| Weed Seed (Max.) | .1% | .2% | .25% |
| Noxious Weeds* | None | None | None |
| Objectionable Weeds ¹ (Max.) | None | None | 18/lb |
| Total Germination (Min.) | 80.0% | 80.0% | 85.0% |

*Noxious weeds - See Prohibited Noxious Seed List.

¹Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed, Wild Oats.

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Idaho Blue Flax Certification Standards

Land Requirements:

- A. Breeder seed for the production of foundation seed shall be planted on land on which no Blue-flax was grown or planted during the five (5) years prior to the one in which the present stand is planted.
- B. Foundation seed for the production of registered seed shall be planted on land on which no perennial flax was grown or planted during the four (4) years prior to the one in which the present stand is planted.
- C. Foundation, registered and/or certified seed for the production of certified seed shall be planted on land on which no perennial flax was grown or planted during the three (3) years prior to the one in which the present stand was planted.
- D. For foundation, registered and certified seed the land must be free from volunteer plants as determined by field inspection at time seeding is established.

Isolation Requirements:

A field producing foundation, registered or certified seed must have the minimum isolation distance from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements for certification, as given in the following table:

| CLASSES | Fields of less than 5 Acres | Fields of more than 5 Acres |
|--|------------------------------------|------------------------------------|
| Foundation | 1320 feet | 1320 feet |
| Registered | 660 feet | 330 feet |
| Certified | 330 feet | 165 feet |
| Different Generation of the Same Variety | 165 feet | 165 feet |

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Field Standards:

| Factor | Maximum permitted in each class | | |
|---------------------|--|-------------------|------------------|
| | Foundation | Registered | Certified |
| Sweet Clover-Plants | None | None | 80/acre |
| Other Varieties * | 0.02% | 0.05% | 0.1% |

*Other varieties shall be considered to include off-type plants and plants that can be differentiated from the variety that is being inspected.

IV. Seed Standards.

| Factor | Standards for each class | | |
|---|---------------------------------|----------------------------------|-------------------------------|
| | Foundation White Tag | Registered Purple Tag | Certified Blue Tag |
| Pure Seed (Min.) | 99% | 99% | 98% |
| Other Crops (Max.) | .05% | .1% | .2% |
| Sweet Clover (Max.) | None | 90/lb | 180/lb |
| Inert Matter (Max.) | 1.0% | 1.0% | 2.0% |
| Weed Seed (Max.) | .1% | .2% | .2% |
| Noxious Weeds * | None | None | None |
| Objectionable Weeds ¹ (Max.) | None | None | 18/lb |
| Total Germination (Min.) | 80% | 80% | 80% |

*Noxious Weeds - See Prohibited Noxious Seed List.

¹Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed, Wild Oats.

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Idaho Chickpea Certification Standards

Land Requirements:

- A. A field, to be eligible for the production of foundation, registered and/or certified chickpeas, shall not have been planted to chickpeas for three (3) years unless the previous crop was under certification and of the same variety and class of certified seed.
- B. A field on which *Ascochyta Blight* (*Ascochyta Rabiei*) has been found will not be eligible to grow certified chickpeas until it has been cropped five (5) years to crops other than chickpeas.

Isolation Requirements:

Field(s) producing Foundation, Registered, and Certified must have the minimum isolation distances from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements for certification as given in the following table:

| <u>Classes</u> | <u>Minimum Distance</u> |
|------------------------------|-------------------------|
| Foundation | 100 feet |
| Registered | 50 feet |
| Certified | 25 feet |
| Same Variety Different Class | 3 feet |

Fields producing foundation, registered and/or certified chickpeas adjacent to chickpea fields found contaminated with *Ascochyta Blight* during the current growing season will be rejected.

Field Standards:

| Factor | Maximum permitted in each class | | |
|--|---------------------------------|---------------|---------------|
| | Foundation | Registered | Certified |
| Other Varieties | None | 5 plants/acre | 5 plants/acre |
| Other Crops (Inseparable) | None | None | None |
| <i>Ascochyta Rabiei</i> – Blight ¹ | None | None | None |
| Noxious Weeds ² | None | None | None |

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None tolerance means none found during normal inspection procedures.

¹ Ten plants per acre will be allowed in certified class of tolerant varieties.

²Noxious weeds: See Prohibited Noxious Seed List.

Seed Standards:

| Factor | Standards for each class | | |
|---|--------------------------|--------------------------|-----------------------|
| | Foundation White Tag | Registered Purple Tag | Certified Blue Tag |
| Pure Seed (Min.) | 99% | 99% | 99% |
| Other Crops (Max.) ^{* 1} | None | None | 2/lb |
| Inert Matter (Max.) [*] | 1% | 1% | 1% |
| Weed Seed (Objectionable) ² | None | None | 2/lb |
| <i>Ascochyta Rabiei</i> - Blight ³ | None | None | None |
| Noxious Weeds ² | None | None | None |
| Germination (Min.) | 85% | 85% | 85% |

^{*}The total of inert matter and other crops in combination shall not exceed 2%. None tolerance means none found during normal inspection procedures.

¹ No Austrian pea, rye, or vetch permitted.

² Nightshade berries or noxious weeds are not allowed.

³ All classes of seed shall be treated with a chemical specifically approved by the EPA at the labeled rate for control of *Ascochyta* Blight.

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Idaho Grain Certification Standards

Land Requirements:

- A. Fields producing foundation class seed shall not have produced small grain for two (2) crop years prior, unless of an equal or higher class of the same variety, or unless a seedling inspection is conducted.
- B. Fields producing registered class seed shall not have produced small grain for the previous crop year, and shall not have produced a visually indistinguishable kind of grain for the previous two (2) years, unless of an equal or higher class of the same variety, or unless a seedling inspection is conducted.
- C. Fields producing certified class seed shall not have produced a visually indistinguishable kind of grain for two (2) crop years prior, unless of an equal or higher class of the same variety, or unless a seedling inspection is conducted.

Isolation Requirements:

All rye fields used for the production of certified seed must be isolated by at least 220 feet from fields of any other variety or varieties of rye or fields of the same variety that do not meet the varietal purity requirements for certification.

A 90 foot isolation is required for grains other than rye between different varieties when producing foundation seed.

Field Standards:

| Factor | Maximum permitted in each class | | |
|----------------------------------|---|------------|-----------|
| | Foundation | Registered | Certified |
| Other Distinguishable Varieties* | 1/250,000 | 1/5,000 | 1/3,000 |
| Other Small Grain | 1/250,000 | 1/10,000 | 1/3,000 |
| Smut | 1/10,000 | 1/10,000 | 1/1,000 |
| Rye | None permitted in Wheat, Barley, Oat or Triticale | | |

None tolerance means none found during the normal inspection procedures.

*Other varieties shall be considered to include plants that can be differentiated from the variety being inspected. However, other varieties shall not include variations which are characteristic of the variety.

Wild Oats: Scattered wild oats in certified fields must not exceed five (5) plants per acre.

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Cereal Rye: Fields found to contain cereal rye will be rejected and will not be eligible for reinspection.

Jointed Goatgrass: Fields found to contain jointed goatgrass, and/or its hybrids, will be rejected, and will not be eligible for reinspection. These fields shall be noted in the grower's file, and shall remain ineligible for any further production of certified seed until such time as an approved reclamation procedure is developed and successfully completed.

Seed Standards:

| Factor | Standards for each class | | |
|--|---|--------------------------|-----------------------|
| | Foundation White Tag | Registered Purple Tag | Certified Blue Tag |
| Pure Seed (Min.) | 98.0% | 98.0% | 98.0% |
| Total Other Crop Seed (max) excluding Other Small Grain | None | .03% or 1/100 gms | .05% or 1/100 gms |
| Other Varieties or Classes | 1/10 lb | 1/lb | 2/lb |
| Other Small Grain | No Rye allowed in Wheat, Oat, Barley or Triticale | | |
| Inert Matter (Max.) | 2.0% | 2.0% | 2.0% |
| Ergot (Max.) | .05% | .05% | .05% |
| Weed Seed (Max.) | .01% | .01% | .03% |
| Wild Oats | None | None | None |
| Noxious Weeds ¹ | None | None | None |
| Objectionable Weeds ² | None | None | None |
| Germination (Min.) | 85% | 85% | 85% |

¹Noxious Weeds - See Prohibited Noxious Seed List.

²Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed.

None tolerance means none found during the normal inspection procedures.

When jointed goatgrass, and/or its hybrids, is found in an official seed sample, the field producing that seed lot shall be noted in the grower's file and monitored for jointed goatgrass each subsequent year of production of certified seed.

Idaho Grass Certification Standards

Land Requirements:

1. A field to be eligible for the production of foundation seed, must not have grown or been seeded to the same species during the previous five (5) years. Upon the approval of the certifying agency, with the use of fumigants and other ground short-term sterilization chemicals, the five (5) year eligibility may be waived to three (3) years.
2. A field to be eligible for the production of registered seed, must not have grown or been seeded to the same species during the previous three (3) years.
3. A field to be eligible for the production of certified seed, must not have grown or been seeded to the same species during the previous three (3) years, except for foundation, registered or certified seed of the same variety, of equal or higher class.
4. Bermudagrass:
A field to be eligible for the production of foundation seed, must not have grown or been seeded to the same species during the previous five (5) years, and must have included a cultivated crop for three (3) years. A field to be eligible for production of registered or certified seed, must not have grown or been seeded to the same species during the previous three (3) years and must have included a cultivated crop for three (3) years unless the crop was the same variety and passed field inspection for certification.

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Isolation Requirements:

A seed field of a species to be eligible for the production of foundation, registered or certified seed must be isolated from any other strain or strains of the same species in bloom at the same time in accordance with the requirement given in the following table:

| Factor | Minimum Isolation Distance Required (feet) | | | |
|---------------------------------|---|-------------------|-------------------|------------------|
| | Symbol | Foundation | Registered | Certified |
| All cross-pollinated species | C | 990 | 330 | 165 |
| Strains at least 80% apomictic* | A | 165 | 33 | 16.5 |
| Highly self-fertile species | S | 165 | 33 | 16.5 |
| Texas Bluegrass Spp. | C | 1420 | 1420 | 1420 |

*Refers to a type of asexual production of seed as in Kentucky Bluegrass.

Bermudagrass:

Fields or portions of fields for certification must be isolated from bermudagrass other than the same variety as follows: foundation - 990 feet; registered - 330 feet; certified - 165 feet.

Field Standards:

| Factor | Maximum permitted in each class | | |
|--|--|-------------------|------------------|
| | Foundation | Registered | Certified |
| Other varieties* and/or other grass species | None ¹ | 0.5% | 2.0% |

*Other varieties shall be considered to include plants that can be differentiated from the variety that is being inspected.

¹None tolerance means none found during the normal inspection procedures.

Bermuda grass - Field Inspection.

In foundation fields, no off-types or other varieties are permitted, and only 1% by area is permitted in the certified class. Fields must be controlled to prevent seed formation.

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Seed Standards:

| TR = Type of Reproduction F&R = Foundation & Registered F,R&C = Foundation, Registered & Certified | | Factors | | | | | | | | | | |
|--|--------|-----------------------------|----|-----|----|--------------------|--|-------------------|------------------|-----------|---------|---------------|
| | | PS = Pure Seed (minimum) % | | | | | IM = Inert Matter (maximum) % | | | | | |
| | | WS = Weed Seed (maximum) % | | | | | OC = Other Crop (maximum) % | | | | | |
| | | G = Germination (minimum) % | | | | | OG = Other Grass (maximum) species/gram | | | | | |
| | | PS | | IM | | WS ^{1,11} | | OC ^{2,7} | | G | OG | |
| Species | T R | F&R | C | F&R | C | F&R | C | F&R | C | F,R&C | F | R |
| Bluegrass | | | | | | | | | | | | |
| Kentucky | A | 97 | 97 | 3 | 3 | .05 | .3 | .1 | .5 | 80 | 1/10 | 1/1 |
| Merion | A | 92 | 92 | 8 | 8 | .05 | .3 | .1 | .5 ³ | 80 | 1/10 | 2/1 |
| Canada | A | 96 | 92 | 4 | 8 | .05 | .3 | .1 | .5 | 80 | 1/10 | 1/1 |
| Upland | A | 96 | 92 | 4 | 8 | .05 | .3 | .1 | .5 | 80 | | |
| Sherman (Big) | A | 90 | 90 | 10 | 10 | .05 | .3 | .1 | .5 | 70 | 1/10 | 1/1 |
| Bromegrass | | | | | | | | | | | | |
| Meadow | C | 95 | 95 | 5 | 5 | .05 | .5 | .1 | .5 | 85 | 1/50 | 10/50 |
| Smooth | C | 95 | 95 | 5 | 5 | .05 | .5 | .1 | .5 | 85 | 1/50 | 10/50 |
| Bermudagrass | C | 97 | 97 | 3 | 3 | .10 | .20 ⁴ | .10 | .25 | 85 | | |
| Fescue | | | | | | | | | | | | |
| Meadow | C | 95 | 97 | 5 | 3 | .05 | .3 | .1 | .5 | 85 | 1/50 | 10/50 |
| Tall | C | 95 | 97 | 5 | 3 | .03 | .3 | .1 | .5 | F&R 80 | C 85 | 2/50 10/50 |
| Hard | C | 95 | 95 | 5 | 5 | .05 | .3 | .1 | .5 | 85 | 1/50 | 5/50 |
| Idaho | C | 95 | 95 | 5 | 5 | .05 | .3 | .1 | .5 | 70 | 1/50 | 5/50 |
| Red | C | 95 | 95 | 5 | 5 | .05 | .3 | .1 | .5 | 85 | 1/50 | 5/50 |
| Sheep ⁶ | C | 95 | 95 | 5 | 5 | .03 | .3 | .1 | .5 | 80 | 1/50 | 1/50 |
| Orchardgrass | C | 90 | 90 | 10 | 10 | .03 | .3 | .1 | .5 | 80 | 3/50 | 10/50 |
| Ricegrass, Indian | S | 95 | 90 | 5 | 10 | .3 | .5 | .5 | 1.0 | 80 | 1/50 | 5/50 |
| Ryegrass, Perennial (Turf Type) | C | 96 | 97 | 4 | 3 | .1 | .5 | .1 | .5 ⁵ | 85 | 1/50 | 5/50 |
| Tall Oatgrass | C | 90 | 90 | 10 | 10 | .3 | .5 | .5 | 1.0 | 70 | | |
| Timothy | C | 97 | 97 | 3 | 3 | .1 | .5 | .1 | .5 | 80 | 1/50 | 5/50 |
| Wheatgrass | | | | | | | | | | | | |
| Crested | C | 95 | 95 | 5 | 5 | .1 | .5 | .5 | 1.0 | 80 | 1/50 | 5/50 |
| Intermediate | C | 95 | 95 | 5 | 5 | .1 | .5 | .5 | 1.0 | 80 | 1/50 | 5/50 |
| Siberian | C | 95 | 95 | 5 | 5 | .1 | .5 | .5 | 1.0 | 80 | 1/50 | 5/50 |
| Streambank | C | 90 | 90 | 10 | 10 | .1 | .5 | .5 | 1.0 | 80 | 1/50 | 5/50 |
| Tall | C | 95 | 95 | 5 | 5 | .1 | .5 | .5 | 1.0 | 85 | 1/50 | 5/50 |
| Pubescent | C | 95 | 95 | 5 | 5 | .1 | .5 | .5 | 1.0 | 80 | 1/50 | 5/50 |
| Beardless | C | 90 | 90 | 10 | 10 | .1 | .5 | .5 | 1.0 | 80 | 1/50 | 5/50 |
| Western | C | 90 | 90 | 10 | 10 | .1 | .5 | .5 | 1.0 | 60 | 1/50 | 5/50 |
| Bluebunch | C | 90 | 90 | 10 | 10 | .1 | .5 | .5 | 1.0 | 80 | 1/50 | 5/50 |
| Thickspike | C | 90 | 90 | 10 | 10 | .1 | .5 | .5 | 1.0 | 80 | 1/50 | 5/50 |
| Wildrye, Basin | C | 90 | 90 | 10 | 10 | .3 | .5 | .5 | 1.0 | 80 | | |
| Bentgrass | C | 98 | 98 | 2 | 2 | .3 | .4 ^{8,9} | .2 | .6 ¹⁰ | 85 | | |
| Redtop | C | 92 | 92 | 8 | 8 | .5 | .5 | .5 | 2.0 | 80 | | |
| Small Burnett | C | 95 | 95 | 5 | 5 | .5 | .5 | 1.0 | 1.0 | 85 | | |
| Slender | C | 95 | 95 | 5 | 5 | .1 | .3 | .1 | .5 | 80 | 1/50 | 5/50 |

¹Grasses eligible to tag shall comply with the kind of limits for primary and secondary noxious weeds as set forth in the Idaho State Seed Law, except for sheep sorrel, and pennycress: none in foundation; 45 per pound for registered; 90 per pound for certified; wild oat, none in foundation; 9 per pound for registered; and 18 per pound for certified.

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²Not to exceed .1% other grass species for foundation or registered seed or .25% for certified except as indicated by (3). Maximum .01% Giant Bermudagrass allowable in foundation.

³A 3% tolerance of other Kentucky Bluegrass varieties will be allowed in Merion. (Note: containing minimum 92% Merion). In a Kentucky bluegrass other than Merion, 2% of varieties other than the variety certified will be allowed. In Canada bluegrass 3% Kentucky bluegrass will be permitted.

⁴Maximum .05% of the following specific grasses: Sprangle top, Lovegrass, Sanddrop seed. Maximum seed permitted of Featherfinger/Feathergrass and Rhodegrass - 36 per pound, either alone or in combination.

⁵Acceptable maximum fluorescence allowed is 3% in blue tag turf-type perennial ryegrass and 2% in blue tag annual ryegrass.

⁶Maximum other grass species in certified class is .25%.

⁷Ammonia test is required to determine presence of other fine fescue species in Hard fescue and Sheep fescue.

⁸Blue tag seed shall not contain over 907 seeds per pound, singly or collectively, of the following weeds: Plantago spp., Big Mouse-ear Chickweed, Yarrow, Spotted Cat's ear, and Dandelion.

⁹A maximum of 0.5% weed seed may be allowed in blue tag bentgrass containing silver hairgrass: PROVIDED, that the total of all other weed seed does not exceed 0.4%.

¹⁰1.5% other fine bentgrasses and 0.5% redtop may be allowed in blue tag bentgrass containing a minimum of 98% total bentgrass.

¹¹A tolerance of 0.5% may be allowed of all other weed seeds. Provided, that the total of weedy Bromus Spp. does not exceed 0.30%.

None tolerance means none found during the normal inspection procedures.

Seed Standards for Sod Quality:

| Variety | Pure Seed (min) | Germination (min) | Other Crop (max)* | Weed Seed (max)*** |
|---------------------------------------|-----------------|-------------------|-------------------|--------------------|
| Merion Kentucky Bluegrass | 96% | 80% | 0.1%** | .02% |
| Tall Fescue-Turf | 98.5% | 85% | 0.1% | .02% |
| Other Varieties of Kentucky Bluegrass | 97% | 80% | 0.1%** | .02% |
| Red Fescue | 98% | 90% | 0.1% | .02% |
| Perennial Ryegrass | 98% | 90% | 0.1% | .02% |
| Chewings Fescue | 98% | 90% | 0.1% | .02% |

*Must be free of ryegrass, orchardgrass, timothy, bentgrass, big bluegrass, Poa trivialis, all species

of *Bromus*, reed canarygrass, tall fescue, clover, meadow foxtail, bermudagrass (unless it is crop being tested), Black Medic, Alkaligrass, all of the genus *Puccinellia*.

**Canada Bluegrass .02% - maximum allowable. Red Fescue and Chewings Fescue must be free of Canada Bluegrass.

**Other Kentucky bluegrass - maximum 2%.

***Must be free of dock, chickweed, crabgrass, plantain, short-awn foxtail, annual bluegrass, all species of *Bromus*, velvetgrass, rattail fescue, and all weeds prohibited (See Prohibited Noxious Seed List)

Grass varieties eligible for this special sod quality program follow the regular certification specific standards as listed above.

A sod seed analysis certificate based on a 25 gram purity examination and a 10 gram *Poa annua* examination will be issued on eligible seed. Also a distinct sod quality tag will be attached to the container along with the regular certification tag on eligible seed meeting the added requirements of this high quality program.

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Idaho Lentil Certification Standards

Land Requirements:

A field to be eligible for the production of foundation seed, shall not have been planted to lentils for five (5) years, four (4) years for registered seed, and for certified seed three (3) years unless the previous crop was under certification and of the same variety and class.

Isolation Requirements:

A field producing foundation seed must be at least 300 feet and registered and certified seed at least 20 feet from any other variety or fields of the same variety that do not meet varietal purity requirement for certification.

Field Standards:

| Factor | Maximum permitted in each class | | |
|------------------------------|--|-------------------|------------------|
| | Foundation | Registered | Certified |
| Other Varieties* | None | .05% | .10% |
| Other Crops (inseparable) | None | .05% | .10% |

*Other varieties shall be considered to include plants that can be differentiated from the variety is being inspected. However, other varieties shall not include variations which are characteristic of the variety.

Seed Standards:

| Factor | Standards permitted in each class | | |
|----------------------------|--|-------------------|------------------|
| | Foundation | Registered | Certified |
| Pure Seed (min) | 99% | 99% | 99% |
| Other Crop Seed (max) | .10% | .10% | .10% |
| Inert Matter (max) | 1% | 1% | 1% |
| Weed Seed (max) | .05% | .05% | .05% |
| Noxious Weeds ¹ | None | None | None |

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| | | | |
|----------------------------------|------|------|------|
| Objectionable Weeds ² | None | None | None |
| Germination (min) | 85% | 85% | 85% |

¹Noxious Weeds - See Prohibited Noxious Seed List

²Objectionable Weeds - Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed.

Idaho Milkvetch Certification Standards

Land Requirements

- A. Breeder seed for the production of foundation seed shall be planted on land on which no Milkvetch was grown or planted during the five (5) years prior to the one in which the present stand was planted.
- B. Foundation seed for the production of registered seed shall be planted on land on which no Milkvetch was grown or planted during the four (4) years prior to the one in which the present stand was planted.
- C. Foundation, registered and/or certified seed for the production of certified seed shall be planted on land on which no Milkvetch was grown or planted during the three (3) years prior to the one in which the present stand was planted.
- D. For foundation, registered and certified seed the land must be free from volunteer plants as determined by field inspection at time the seeding is established.

Isolation Requirements:

A field producing foundation, registered or certified seed must have the minimum isolation distance from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements for certification, as given in the following table:

| CLASSES | Fields of less than 5 Acres | Fields of more than 5 Acres |
|--------------------------------------|------------------------------------|------------------------------------|
| Foundation | 1320 feet | 1320 feet |
| Registered | 660 feet | 330 feet |
| Certified | 330 feet | 165 feet |
| Different generation of same variety | 10 feet | 10 feet |

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Field Standards:

| Factor | Maximum permitted in each class | | |
|---------------------|---------------------------------|------------|-----------|
| | Foundation | Registered | Certified |
| Sweet Clover-Plants | None | 5/acre | 10/acre |
| Other varieties * | .1% | .25% | .5% |

*Other varieties shall be considered to include off-type plants and plants that can be differentiated from the variety that is being inspected.

Seed Standards:

| Factor | Standards for each class | | |
|---|--------------------------|--------------------------|-----------------------|
| | Foundation White Tag | Registered Purple Tag | Certified Blue Tag |
| Pure Seed (Min.) | 99.0% | 99.0% | 99.0% |
| Other Crops ² (Max.) | .05% | .1% | .5% |
| Inert Matter ³ (Max.) | 1.0% | 1.0% | 1.0% |
| Weed Seed (Max.) | .1% | .2% | .2% |
| Noxious Weeds* | None | None | None |
| Objectionable Weeds ¹ (Max.) | None | None | 18/lb |
| Total Germination (Min.) | 80.0% | 80.0% | 85.0% |

*Noxious weeds - See Prohibited Noxious Seed List.

¹Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed, Wild Oats, Curly Dock.

²Alfalfa and Sweet Clovers not to exceed 9/lb in foundation, 18/lb in registered and 45/lb in certified.

³Inert matter not to contain more than 0.1% root, crown or stem rot, or sclerotia.

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Idaho Pea Certification Standards

Land Requirements:

A field, to be eligible for the production of foundation, registered and/or certified peas shall not have been planted to peas for five (5) years for foundation and two (2) years for registered and certified classes unless the previous crop was under certification and of the same variety and class.

Isolation Requirements:

The unit of certification shall be a field, or a portion of a field separated from the remainder by a definite boundary not in peas at least five (5) feet wide.

Field Standards:

| Factor | Maximum permitted in each class | | |
|------------------------------|--|-------------------|------------------|
| | Foundation | Registered | Certified |
| Other Crops (inseparable) | None | 0.05% | 0.10% |
| Other Varieties* | None | 0.05% | 0.10% |

*Other varieties shall be considered to include off-type plants and plants that can be differentiated from the variety that is being inspected.

Seed Standards:

| Factor | Standards for each class | | |
|----------------------------------|---------------------------------|----------------------------------|-------------------------------|
| | Foundation White Tag | Registered Purple Tag | Certified Blue Tag |
| Pure Seed (Min.) | 98.0% | 98.0% | 98.0% |
| Other Crop Seeds (Max.) | 0.05% | 0.25% | 0.20% |
| Inert Matter (Max.) | 2.0% | 2.0% | 2.0% |
| Weed Seed (Max.) | 0.10% | .10% | 0.25% |
| Noxious Weeds ¹ | None | None | None |
| Objectionable Weeds ² | None | None | None |

| | | | |
|--------------------|-------|-------|-------|
| Germination (Min.) | 85.0% | 85.0% | 85.0% |
|--------------------|-------|-------|-------|

¹Noxious Weeds - See Prohibited Noxious Seed List

²Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed.

IDAHO PENSTEMON CERTIFICATION STANDARDS

Land Requirements:

- A. Breeder (or Generation 0) seed for the production of Foundation (or Generation 1) seed shall be planted on land on which no Penstemon of the same species was grown or planted during the five (5) years prior to the one in which the present stand is planted.
- B. Foundation (Generation 1) seed for the production of Registered (or Generation 2) seed shall be planted on land on which no Penstemon of the same species was grown or planted during the four (4) years prior to the one in which the present stand is planted.
- C. Foundation (G1) and/or Registered (G2) for the production of Certified (G3) shall be planted on land on which no Penstemon of the same species was grown or planted during the three (3) years prior to the one in which the present stand was planted.
- D. For Foundation (G1), Registered (G2) and Certified (G3) seed the land must be free from volunteer plants as determined by field inspection at time seeding is established.

Isolation Requirements:

A field producing Foundation (G1), Registered (G2), or Certified (G3) seed must have the minimum isolation distance from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements for certification, as given in the following table:

| CLASSES | ISOLATION DISTANCES |
|--|---|
| Foundation or (Generation 1) | 900 feet |
| Registered or (Generation 2) | 450 feet |
| Certified or (Generation 3) | 165 feet |
| Different Generation of the Same Variety | Only a distinct separation (fence line, roadway, etc.) is necessary |

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Field Standards:

| Maximum permitted in each class in the field | | | |
|--|--------------------------|--------------------------|-------------------------|
| FACTOR | Foundation G1 | Registered G2 | Certified G3 |
| Sweet Clover - Plants | None | 40/acre | 80/acre |
| Other Varieties* | 0.02% | 0.05% | 0.1% |

*Other varieties shall be considered to include off-type plants and plants that can be differentiated from the variety that is being inspected.

Seed Standards:

| FACTOR | Foundation (Generation 1) | Registered (Generation 2) | Certified (Generation 3) |
|--|--------------------------------------|--------------------------------------|-------------------------------------|
| Pure Seed (Min.) | 90% | 90% | 90% |
| Other Crops (Max.) | 0.20% | 0.5% | 1.0% |
| Sweet Clover (Max.) | None | 90/lb | 180/lb |
| Inert Matter (Max.) | 10.0% | 10.0% | 10.0% |
| Weed Seed (Max.) | 0.1% | 0.3% | 0.5% |
| Noxious Weeds* | None | None | None |
| Objectionable Weeds ¹ (Max.) | None | 9 per lb. | 18 per lb. |
| Total Viability by TZ (Min.) | 80% | 80% | 80% |

*Noxious Weeds - See Prohibited Noxious Seed List.

¹Blue flowering lettuce, Buckhorn, Halogeton, Medusahead rye, Perennial ragweed, Poverty weed, Wild Oats

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Idaho Potato Certification Standards

Land Requirements:

- A. A field will not be eligible to produce certified seed potatoes if Root-Knot Nematode, or Corky Ring Spot has been proven to exist in the field or in potatoes grown in that field.
- B. A field will not be eligible to produce certified seed potatoes if noncertified potatoes or potatoes that have been confirmed to be Bacterial Ring Rot infected by a laboratory test were grown in this field the previous two growing seasons.
- C. A field must have been farmed with a crop other than potatoes immediately following the growing season in which potatoes were disqualified for Bacterial Ring Rot.

Isolation Requirements:

- A. Potatoes entered for certification must be planted at least 20 feet from potatoes not entered for certification.
- B. Seed lots must be separated from each other by at least one row left unplanted or planted to some other crop.

Field Requirements:

- A. Two inspections shall be made for each field entered.
- B. Field Inspection tolerances for 1st and 2nd Inspections

Table 1 - Percentages allowed for 1st inspection¹

| Factor ² | Generation | | | | | |
|--------------------------|------------|-------|-------|-------|-------|-----------------|
| | Nuclear | Gen 1 | Gen 2 | Gen 3 | Gen 4 | Gen 5/6 |
| Varietal mixture | 0.00 | 0.00 | 0.02 | 0.10 | 0.25 | 0.50 |
| Well defined Mosaic | 0.00 | 0.00 | 0.5 | 1.00 | 1.50 | 2.00 |
| Potato Leafroll | 0.00 | 0.00 | 0.03 | 0.05 | 0.10 | 0.20 |
| Blackleg ³ | 0.00 | 0.10 | 0.50 | 1.00 | 2.00 | .. ⁴ |
| PVX | 0.00 | 0.50 | 2.00 | | | |
| Total Virus ⁵ | | | | | | 2.00 |

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Table 2 - Percentages allowed for 2nd inspection¹

| Factor ² | Generation | | | | | |
|--------------------------|------------|-------|-------|-------|-------|-----------------|
| | Nuclear | Gen 1 | Gen 2 | Gen 3 | Gen 4 | Gen 5/6 |
| Varietal mixture | 0.00 | 0.00 | 0.01 | 0.05 | 0.10 | 0.20 |
| Well defined Mosaic | 0.00 | 0.00 | 0.25 | 0.50 | 0.75 | 1.00 |
| Potato Leafroll | 0.00 | 0.00 | 0.02 | 0.03 | 0.08 | 0.20 |
| Blackleg ³ | 0.00 | 0.10 | 0.50 | 1.00 | 2.00 | .. ⁴ |
| Total Virus ⁵ | | | | | | 1.00 |

¹Field inspections of Nuclear and Generation 1 seed lots are advisory and all factors are required to be rogued when found in order to maintain the tolerance of 0.00%.

²Some diseases may be present in a seed potato lot and not exhibit symptom expression in plants or tubers at the time of a regular inspection.

³Determination of blackleg disease is based on a visual plant symptom of an inky black stem originating from the seed tuber. Visible blackleg has no tolerance in Generations 5 and 6 and therefore is not a disqualification factor.

⁴Visible blackleg will not be a disqualification factor in G5 or G6.

⁵Total is the combined percentage of potato leafroll, calico, well defined mosaic and all other viral, viroid and phytoplasmas (including Candidatus Liberibacter). This does not include Potato Virus X (PVX).

Seed Lot Disqualifying Conditions:

1. Seed lots or portions thereof may be disqualified for certification because of any condition that interferes with the inspection of the potato plants.
2. Bacterial ring rot, corky ring spot and root-knot nematode are zero tolerance factors. Any seed lot, regardless of generation, shall be rejected from certification at any time when any of these factors is confirmed by laboratory testing.
3. Evidence of failure to remove daughter tubers from rogued hills.

Recertification Requirements:

- A. All contact lots on a farming operation shall be ineligible for recertification if any lot of seed on that farming operation is rejected for certification because of bacterial ring rot.
- B. Out-of-state potato stocks to be entered for certification must meet the same requirements as Idaho grown seed stocks.
- C. Seed lots with more than 0.1% Potato Leafroll Virus in either the 1st or 2nd

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inspection shall not be eligible for recertification.

- D. Nuclear, G1 or G2 seed lots disqualified for certification in the post harvest test because of seed-borne chemical injury may only be recertified by the original applicant(s) during the next growing season.

Post Harvest Testing Requirements:

- A. Each seed lot must be post harvest tested. Lots, or portions thereof, which are shipped prior to post harvest testing, will be certified based on the two (2) summer field inspections and a shipping point inspection.
- B. Only seed lots that have passed the equivalent of a 2nd field inspection will be eligible for post harvest testing.
- C. Seed lots are disqualified for certification if seed-born chemical injury in excess of 5% is found during post harvest testing.
- D. Seed lots are not eligible for recertification if any of the following factors are found during post harvest testing at a percentage greater than:

| | |
|-----------------------|------|
| Potato Leafroll Virus | 0.8% |
| Well defined Mosaic | 2.0% |

Bacterial Ring Rot Testing Requirements:

A random sample of stems or tubers obtained from all seed lots entered for certification, G1 or higher, shall be laboratory tested for bacterial ring rot.

Pre-nuclear Production Requirements

- A. Source: Meristem culture of tubers from breeding projects or tubers from lots of Nuclear, G1 and G2.
- B. Greenhouse Pre-nuclear crops: A minimum of two inspections shall be performed on each Pre-nuclear seed lot entered.
- C. Each of the following organisms shall be tested for in Pre-nuclear seed production:
- | | |
|---------------------------------|---|
| Base Cultures: (Entry Level) | Bacterial Ring Rot <i>Pectobacterium</i> (<i>Erwinia</i>) spp. Potato Viruses X, Y, M, A, S Potato Leafroll Virus Potato Spindle Tuber Viroid |
| Greenhouses: | Bacterial Ring Rot <i>Pectobacterium</i> (<i>Erwinia</i>) spp. Potato Virus X, Y, A |

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Potato Leafroll Virus

Line Selections: Bacterial Ring Rot
 Pectobacterium (*Erwinia*) spp.
 Potato Virus X, Y, A
 Potato Leafroll Virus

Mother Plants: Bacterial Ring Rot
(Stem Cuttings) Potato Virus X, Y, A
 Potato Leafroll Virus

Entry level cultures, line selection hill units or mother plants used in stem cuttings that are found to be infected with any of the indicated organisms shall be ineligible for use in Pre-nuclear seed production. Units or lots in greenhouse production found to be infected with any of the indicated organisms shall be downgraded to the next generation for which the seed lot does not exceed the generation tolerance of the organism that causes the certification factor (e.g. *Pectobacterium* (*Erwinia*) spp. is a causal agent for blackleg).

D. Clonal Line Selections:

1. One tuber from each plant selected shall be submitted to ICIA for laboratory testing.
2. Nuclear plots planted from clonal line selections shall be planted in hill units.
3. All seed in a clonal line selection plot automatically advances to G1 the following season except for those hills selected for clonal selections.

Storage Inspection Requirements:

- A. Storage inspection will be conducted on all storages containing seed potatoes eligible for certification.
- B. Storages where sprout nip or similar materials were used the previous season are not eligible to store seed potatoes eligible for certification.
- C. Seed potatoes must not be stored, graded or handled in storage warehouses or subdivisions thereof in which potatoes that have not been field inspected, or are laboratory confirmed to have Bacterial Ring Rot, Root-Knot Nematode or Corky Ring Spot are stored or handled.
- D. For a seed lot to remain eligible for certification, seed lot identity must be maintained in storage.

Shipping Point Inspection Grade Requirements:

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A. Idaho Certified Blue Tag Seed Potatoes

The blue tag shall be equivalent to U.S. No. 1 seed potato grade with the following exceptions. There is a 1% tolerance for late blight.

1. Scab - shall not cover more than one-fifth of the surface area.
2. Adhering dirt - a maximum of 50% of the tuber surface may be covered with caked dirt.
3. Loose dirt and/or foreign material - included in total external tolerance.
4. Clipping or trimming not allowed.
5. Freshly broken off second growth - shall not be damaged.
6. Wireworm and/or grub - damaged by waste.
7. Tolerances: For total defects 10%. Three percent (3%) for potatoes which are affected by freezing injury. One percent (1%) for potatoes which are affected by soft rot, wet breakdown or are frozen. The limitations for external and internal defects shall apply as written in the U.S. No. 1 seed potato grade.
6. An additional 10% may be damaged, but not seriously, by shape.

B. Idaho Certified Green Tag Seed Potatoes

The green tag grade shall be equivalent to the U.S. No. 2 grade with the following exceptions. There is a 1% tolerance for late blight.

1. Maximum and minimum size shall be specified by the grower.
2. Wireworm and/or grub - serious damage by waste. Permit an additional six percent (6%) serious damage by waste.
3. Scab - shall not cover more than one-fifth (1/5) of the surface area.
4. Hollowheart - no requirements.
5. Adhering dirt - no requirements.
6. Loose dirt and/or foreign material - included in total external tolerance.
7. Varietal purity - not more than 0.2% of other tuber identifiable varieties.
8. Clipping - shall not be clipped or trimmed.
9. Second growth - shall not be seriously damaged.

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10. Sunburn and light greening - no requirements.
11. Appearance - discoloring of tubers caused by immaturity or the characteristic checking of tubers that occurs under normal conditions shall not disqualify them.
12. Growth cracks - not to exceed a maximum of 10% serious damage.
13. Mechanical injury - shall not be damaged by waste.
14. Air cracks - damage by waste.
15. Serious damage by dry or moist type tuber rot - 2%.
16. Sprouts – no requirements.
17. Flattened depressed and sunken discolored areas showing no underlying flesh discoloration – no requirements.

C. Idaho Certified Yellow Tag Seed Potatoes

The yellow tag grade shall be equivalent to the U.S. No. 2 grade with the following exceptions. There is a 1% tolerance for late blight.

1. Maximum and minimum size shall be specified by the grower.
2. Wireworm and/or grub - no requirements.
3. Scab - no requirements.
4. Hollowheart - no requirements.
5. Adhering dirt - no requirements.
6. Loose dirt and/or foreign material - included in total external tolerance.
7. Varietal purity - not more than 0.2% of other tuber identifiable varieties.
8. Clipping - shall not be clipped.
9. Second growth - shall not be seriously damaged.
10. Sunburn and light greening - no requirements.
11. Appearance - no requirements except second growth.
12. Growth cracks - no requirements.
13. Mechanical injury - shall not be seriously damaged by waste.

14. Six percent (6%) serious damage by internal discoloration. Percentages higher than six percent (6%) allowed with Idaho Crop Improvement Association, Inc. approval if laboratory tests show the internal discoloration is not of pathogen origin.
15. Serious damage by dry or moist type tuber rot - 2%.
16. External discoloration – no requirements.
17. Flattened depressed and sunken discolored areas showing no underlying flesh discoloration – no requirements.
18. Rhizoctonia – no requirements
19. Sprouts – no requirements.

**IDAHO PRE-VARIETY GERMPLASM
CERTIFICATION STANDARDS**

Eligibility Requirements for Pre-Variety Germplasm (PVG).

1. Eligible species include indigenous or non-indigenous trees, shrubs (including vines), or herbaceous plants (forbs, legumes and grasses).
2. These standards address seed, seedlings, or other propagating materials of species, selections, clones, intraspecific hybrids, etc. (collectively referred to as germplasm types) which have not been released as a variety. Germplasm types are recognized as follows:
 - a. Source Identified Class – Source Identified Class propagating materials are propagating materials where original collection site is known, but no selection or testing of the parent population has been made, area of adaptation beyond original collection area is not known, produced so as to ensure genetic purity and identity from either:
 1. Rigidly defined natural stands or seed production areas, or
 2. Seed fields or orchards.
 - b. Selected Class – Selected Class propagating materials shall be the progeny of phenotypically selected plants of untested parentage that have promise but not proof of genetic superiority or distinctive traits, area of adaptation is partially known, but not fully understood, produced so as to ensure genetic purity and identity from either:
 1. Rigidly defined natural stands or seed production areas, or
 2. Seed fields or orchards. This definition is equivalent to the OECD “Untested Seed Orchard” category and may be labeled as such by special tag if required.
 - c. Tested Class – Tested Class propagating materials shall be the progeny of plants whose parentage has been tested at multiple sites for multiple generations and has proven genetic superiority or possesses distinctive traits for which the heritability is stable, as defined by the certifying agency, but for which a variety has not been named or released. Area of adaptation is fairly well determined, but may not be completely understood. This seed must be produced so as to assure genetic purity and identity from either:
 1. Rigidly controlled and isolated natural stands or individual plants, or
 2. Seed fields or orchards

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3. Designation of classes will be by use of the generation system to signify initial collections or plantings and subsequent collections or plantings. Example: First collection of Source Identified seed is G0. First field production of any class, Source Identified, Selected or Tested, would be G1. Terms such as Breeder, Foundation, Registered and Certified do not apply to the PVG program or standards.
4. Limitations of Generations.
 - a. Limitation of generations for all PVG types when grown in seed fields or orchards may be specified for each species by the Certifying agency or the original PVG Release Notice.
 - b. No limitation of generations is defined for all germplasm types collected from natural stands; such seed or other propagating materials is designated Generation 0 (G0).
 - c. Both sexual (seed) and asexual (cuttings, rhizomes, grafting, etc.) means of reproduction and establishment are addressed by the limitation of generations, with one asexual generation being equivalent to one sexual generation.
5. Unit of Certification.
 - a. An individual plant, clone, or stand of plants (or field or orchard) may be certified in producing Source Identified Class, Selected Class or Tested Class seed. Seed production zones and/or breeding zones may be defined as a unit of certification for Selected Class and Source Identified Class seed.
6. Production of Seed
 - a. For Source Identified Class seed collected from natural stands, verification of the collection site is required. Compliance with regard to correct identification of species and location of natural stand must be verified by whatever means is deemed efficient and enforceable by the Idaho Crop Improvement Association, Inc.
 - b. All germplasm types grown in seed fields or orchards shall follow established certification requirements and standards for similar crops if applicable, or those developed by a certification agency for a specific species.
 - c. For Tested Class seed collected from natural stands, at least one field inspection shall be made prior to pollination. At this time, compliance with regard to rouging and isolation as covered by the applicable standards

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will be checked. For Tested Class and Selected Class seed, an inspection will be made just prior to seed maturity or during harvest.

- d. Producers of seedling or otherwise propagated nursery or container stock shall be supervised sufficiently so that the certification agency knows that the stock was produced from the germplasm type claimed.

7. Labeling

- a. The following tag or label colors will apply to PVG:

Source Identified Class – Yellow

Selected Class – Green

Tested Class – Blue

- b. The respective seed germplasm type (Tested, Selected, or Source Identified) must be printed on the top line across the tag or label.
- c. The generation of the seed may be indicated in the center of the tag along with such information as species, selection number, lot number, location, elevation, site index, seed zone and or breeding zone, etc.

- 8. Sampling and Testing – For seed of species not covered by the rules for testing seeds of the Association of Official Seed Analysts, the analyses and testing shall be in accordance the rules of the International Seed Testing Association or appropriate state or federal laboratories as determined by the certifying agency.

9. Land Requirements

- a. Location where Source Identified Class or Selected Class seed was collected from natural stands shall be defined by means of administrative, geographic, latitudinal or other appropriate boundaries or descriptions judged to be significant by the certifying agency. State, county and elevation (nearest 500 feet) is the minimum required to be shown on the tag.
- b. For natural stands of the Tested Class germplasm type, the exact geographic source of the parent plants and stand history must be known. Location (designated by section or comparable land survey unit) and elevation (nearest 500 feet) of the site of seed production must be shown on the tag.
- c. For all germplasm types where seed or other propagating materials are produced in artificially established fields or orchards, the specific geographic origin of the parent material must be known and be listed on the tag along with the location of the artificially established field or

orchard.

- d. G1 through G5 shall be planted on land which no plants of the same genus was grown or planted for the specified number of years according to the chart which is a part of these PVG standards.

III. Field Standards

A. Isolation

1. For rigidly controlled natural stands of Source Identified Class, Selected Class or Tested Class germplasm types, an adequate isolation zone shall be maintained free of off-type plants and other cross pollinating species. The isolation distance shall be set for each species by the certifying agency.
2. There shall be no isolation requirements for Source Identified Class or Selected Class seed collected from natural seed zones and/or breeding zones.
3. Isolation for all germplasm types when grown in seed fields or orchards shall follow isolation requirements for similar crop varieties if applicable, or those developed by a certification agency for a specific species.

B. Specific Field Requirements.

1. For all germplasm types grown in a seed field or orchard, off-type plants (and plants of inseparable other species or hybridizing species) are to be defined and appropriate tolerance set by the certifying agency.
2. Design and methods for establishing seed fields and orchards and the selecting and testing of plant material shall be in accordance with the requirements of the certifying agency for each species or group of species.

IV. Seed Standards. **

Seed lots are to be tested according to AOSA rules for purity and viability (germination or TZ). No noxious weed seeds are allowed based upon an All States or Western Noxious Weed Seeds exam.

Not more than 0.25% Downy Brome (cheatgrass) is allowed in any Generation of PVG seed.

Idaho Crop Improvement Association or AOSCA standards apply for species with variety releases and established standards. Where PVG crops are involved the use of AOSCA

standards for that species will apply. Species for which no standard exist the seed standard will simply be no noxious weeds allowed and not more than 0.25% Downy Brome (cheatgrass).

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Prohibited Noxious Seed in Idaho Certified Seed
(unless otherwise specified)

| COMMON NAME | SCIENTIFIC NAME |
|----------------------|----------------------------------|
| Austrian Fieldcress | <i>Rorippa austriaca</i> |
| Austrian Peaweed | <i>Swainsonia salsula</i> |
| *Bladder campion | <i>Silene cucubalus</i> |
| Black Henbane | <i>Hyoscyamus niger L.</i> |
| Buffalobur | <i>Solanum rostratum, Dunal</i> |
| Camelthorn | <i>Alhagi pseudalhagi</i> |
| Canada Thistle | <i>Cirsium arvense</i> |
| Common Crupina | <i>Crupina vulgaris Cass.</i> |
| Dalmation Toadflax | <i>Linaria dalmatica</i> |
| Diffuse Knapweed | <i>Centaurea diffusa Lam.</i> |
| *Dodder | <i>Cuscuta spp.</i> |
| *Dogbane | <i>Apocynum cannabinum</i> |
| Dyers Woad | <i>Isatis tinctoria L.</i> |
| Field Bindweed | <i>Convolvulus arvensis</i> |
| Hoary Cress | <i>Cardaria draba</i> |
| *Horsenettle | <i>Solanum corolinenser</i> |
| Johnsongrass | <i>Sorghum halepense</i> |
| Jointed Goatgrass | <i>Aegilops cylindrica, Host</i> |
| Leafy Spurge | <i>Euphorbia esula</i> |
| Matgrass | <i>Nardus stricta</i> |
| Meadow Hawkweed | <i>Hieracium pratense</i> |
| Meadow Knapweed | <i>Centaurea pratensis</i> |
| Milium | <i>Milium vernale</i> |
| Musk Thistle | <i>Carduus nutans L.</i> |
| Orange Hawkweed | <i>Hieracium aurantiacum</i> |
| *Pennycress | <i>Thlaspi arvense</i> |
| Perennial Pepperweed | <i>Lepidium latifolium L.</i> |
| Perennial Sowthistle | <i>Sonchus arvensis</i> |
| Poison Hemlock | <i>Conium maculatum, L.</i> |
| Puncturevine | <i>Tribulus terrestris L.</i> |
| Purple Loosestrife | <i>Lythrum salicaria L.</i> |

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| COMMON NAME | SCIENTIFIC NAME |
|-------------------------------------|---|
| Quackgrass | <i>Elytrigia repens</i> |
| Russian Knapweed | <i>Centaurea picris</i> |
| Scotch Broom | <i>Cytisus scoparius</i> |
| Scotch Thistle | <i>Onopordum acanthium L.</i> |
| Silverleaf Nightshade | <i>Solanum elaeagnifolium</i> |
| Skeletonleaf Bursage | <i>Ambrosia tomentosa Nutt.</i> |
| Smooth Groundcherry | <i>Physalis subglabrata ackenz. & Bush</i> |
| Spotted Knapweed | <i>Centaurea maculosa Lam.</i> |
| St. Johnswort | <i>Hypericum perforatum</i> |
| Swainsonpea | <i>Sphaerophysa salsula (Pall.) DC; wainsona salsula (Pallas) Taubert</i> |
| Syrian Beancaper | <i>Zygophyllum fabago</i> |
| Tansy Ragwort | <i>Senecio jacobaeae, L.</i> |
| Toothed Spurge | <i>Euphorbia dentata</i> |
| Whitetop (Hoary Cress) | <i>Cardaria draba and pubescens</i> |
| *Wild carrot | <i>Daucus carota</i> |
| Yellow-flowered (Rush) Skeletonweed | <i>Chondrilla juncea</i> |
| Yellow Starthistle | <i>Centaurea solstitialis L.</i> |
| Yellow Toadflax | <i>Linarea vulgaris, Hill</i> |

* Designated by AOSCA Seed Standards for specific crop kinds.

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Idaho Rapeseed/Canola/Mustard Certification Standards

Land Requirements:

| Class Planted | Class Produced | Years that field must be free from <i>Brassica</i> crop |
|-----------------------|-----------------------|--|
| Breeder seed | Foundation seed | 5 |
| Breeder or Foundation | Certified seed | 3 |

Isolation Requirements:

A field producing foundation seed must have the minimum isolation distance from fields of any other variety or species, or fields of the same variety that do not meet the varietal purity requirements for certification, as given in the following table:

| | | | | |
|-------------------------|------------------------|-----------------------|-------------------------|-----------------------|
| | <i>B. napus</i> | | | |
| <i>B. napus</i> | 1,320 feet | <i>B. rapa</i> | | |
| <i>B. rapa</i> | 660 feet | 1,320 feet | <i>B. juncea</i> | |
| <i>B. juncea</i> | 20 feet | 20 feet | 1,320 feet | <i>S. alba</i> |
| <i>S. alba</i> | 20 feet | 20 feet | 20 feet | 1,320 feet |

A field producing certified seed must have the minimum isolation distance from fields of any other variety or species, or fields of the same variety that do not meet the varietal requirements for certification, as given in the following table:

| | | | | |
|-------------------------|------------------------|-----------------------|-------------------------|-----------------------|
| | <i>B. napus</i> | | | |
| <i>B. napus</i> | 660 feet | <i>B. rapa</i> | | |
| <i>B. rapa</i> | 330 feet | 660 feet | <i>B. juncea</i> | |
| <i>B. juncea</i> | 10 feet | 10 feet | 660 feet | <i>S. alba</i> |
| <i>S. alba</i> | 10 feet | 10 feet | 10 feet | 660 feet |

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Field Standards:

| Species | Foundation Seed | | Certified Seed | |
|------------------|--------------------|---------------------|------------------|-----------------|
| | Other Brassica's 1 | Other * Varieties 2 | Other Brassica's | Other Varieties |
| <i>B. napus</i> | 2/acre | None 2 | 4/acre | 1% |
| <i>B. rapa</i> | 2/acre | None | 4/acre | 1% |
| <i>B. juncea</i> | 2/acre | None | 4/acre | 1% |
| <i>S. alba</i> | 2/acre | None | 4/acre | 2% |

* Other varieties shall be considered to include off-type plants and plants that can be differentiated from the variety being inspected.

1 Other Brassica's *Brassica* species other than crop being inspected.

2 None means *none found during the normal inspection procedures.*

Seed Standards:

| Factor | Standards from each class | |
|---|---------------------------|----------------|
| | Foundation | Certified |
| Pure Seed (Min.) | 99% | 99% |
| Other Crops (Max.) | 1/50 grams | 2/50 grams |
| Inert Matter (Max.) | 1% | 1% |
| Weed Seed (Max.) | 10/50 grams | 20/50 grams |
| Prohibited Noxious Weeds 1 | None | None |
| Objectionable Weeds (Max.) 2 | 1/50 grams | 2/50 grams |
| Seed Analysis 3 | See footnote 3 | See footnote 3 |
| Sclerotinia bodies | None | None |
| Leptosphaeria maculans <u>/Phoma lingam (Blackleg)</u> | 0.01% | 0.01% |

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| | | |
|--------------------|-----|-----|
| Germination (Min.) | 85% | 85% |
|--------------------|-----|-----|

- 1** None means none found during normal inspection procedures.
- 2** Objectionable weed seeds are defined as: Restricted noxious plus *Brassica* species other than crop being inspected, and *Galium aparine* (Bedstraw).
- 3** Erucic acid and glucosinolate content must be within tolerances as described by the plant breeder for each variety.
- 4** All seed lots for which certification is applied shall be assayed for virulent *Phoma lingam*/*Leptosphaeria maculans* (Blackleg) and shown to be 99.99% free of this seed borne fungi.

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Idaho Red Clover Certification Standards

Land Requirements:

- A. Breeder seed for the production of foundation seed shall be planted only on land on which no red clover has been seeded or grown for at least the preceding six (6) years during three (3) of which the land must be cultivated.
- B. Foundation seed for the production of registered seed shall be planted only on land on which no red clover has been seeded or grown for at least the preceding four (4) years during two (2) of which the land must be cultivated. This time interval may be omitted if the last seed crop was of the same variety and met foundation requirements.
- C. Foundation or registered seed for the production of certified seed shall be planted only on land on which no red clover has been seeded or grown for at least the preceding three (3) years. This time interval may be shortened one (1) year if one (1) cultivated crop or clean fallow has intervened.

Isolation Requirements:

A field producing foundation, registered or certified seed must have the minimum isolation distance from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements for certification, as given in the following table:

| CLASSES | Fields of less than 5 Acres | Fields of more than 5 Acres |
|----------------|------------------------------------|------------------------------------|
| Foundation | 900 feet | 600 feet |
| Registered | 450 feet | 300 feet |
| Certified | 165 feet | 165 feet |

Where different classes of seed of the same variety are being grown on the same or adjacent farms, the isolation requirements may be reduced to 25% of that shown in the above table.

Length of Stand.

A stand of red clover will not be eligible to produce any class of certified seed after two seed crops. These seed crops may be produced in either the same or consecutive years.

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Field Standards:

| Factor | Maximum permitted in each class | | |
|---------------------|--|-------------------|------------------|
| | Foundation | Registered | Certified |
| Alfalfa | 1/1000 | 1/1000 | 1/200 |
| Sweet Clover-Plants | None | 10/acre | 10/acre |
| Other varieties * | None ¹ | None | 0.5% |

*Other varieties shall be considered to include plants that can be differentiated from the variety that is being inspected.

¹None tolerance means none found during the normal inspection procedures.

Seed Standards.

| Factor | Standards for each class | | |
|---|---------------------------------|----------------------------------|-------------------------------|
| | Foundation White Tag | Registered Purple Tag | Certified Blue Tag |
| Pure Seed (Min.) | 99.0% | 99.0% | 99.0% |
| Other Crops (Max.) | .1% | .2% | .25% |
| Sweet Clover (Max.) | None | 45/lb | 90/lb |
| Inert Matter (Max.) | 1.0% | 1.0% | 1.0% |
| Weed Seed (Max.) ¹ | .15% | .15% | .25% |
| Noxious Weeds * | None ⁴ | None | None |
| Objectionable Weeds (Max.) ² | None | None | 18/lb |
| Other Objectionable Weeds ³ | 9/lb | 45/lb | 90/lb |
| Total Germination (Min.) | 85.0% | 85.0% | 85.0% |

*Noxious Weeds - See Prohibited Noxious Seed List.

¹Black Medic shall be considered a crop seed. No Black Medic is permitted in the foundation or registered class.

²Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed, Wild Oats.

³Bracted Plantain, Giant Foxtail, and Docks (including Sorrel).

⁴None tolerance means none found during the normal inspection procedures.

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Idaho Sanfoin Certification Standards

Land Requirements:

- A. A crop of the same kind must not have been grown or planted on the land for five (5), three (3), or two (2) years prior to stand establishment for producing the foundation, registered and certified seed classes respectively.
- B. The land must be free from volunteer plants as determined by field inspection at time seeding is established.

Isolation Requirements:

A field producing foundation, registered or certified seed must have the minimum isolation distance from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements, as given in the following table:

| CLASSES | Fields of less than 5 Acres | Fields of more than 5 Acres |
|----------------|------------------------------------|------------------------------------|
| Foundation | 1320 feet | 1320 feet |
| Registered | 660 feet | 330 feet |
| Certified | 330 feet | 165 feet |

Where different classes of seed of the same variety are grown on the same or adjacent farms, the isolation requirement may be reduced to 25% of that shown in the above table.

Length of stand:

Fields of all classes may produce a maximum of five (5) successive seed crops following seeding.

Field Standards:

| Factor | Maximum permitted in each class | | |
|------------------|--|-------------------|------------------|
| | Foundation | Registered | Certified |
| Other varieties* | None | .05% | .5% |

*Other varieties shall be considered to include off-type plants and plants that can be differentiated from the variety that is being inspected.

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Seed Standards:

| Factor | Standards for each class | | |
|---|---------------------------------|----------------------------------|-------------------------------|
| | Foundation White Tag | Registered Purple Tag | Certified Blue Tag |
| Pure Seed (Min.) | 99.0% | 99.0% | 98.0% |
| Other Crops (Max.) | .1% | .1% | .1% |
| Inert Matter (Max.) | 1.0% | 1.0% | 2.0% |
| Weed Seed (Max.) | .1% | .1% | .2% |
| Noxious Weeds* | None | None | None |
| Objectionable Weeds ¹ (Max.) | None | None | 9/lb |
| Total Germination (Min.) | 80.0% | 80.0% | 85.0% |

*Noxious Weeds - See Prohibited Noxious Seed List.

¹Objectionable Weeds - Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed, Wild Oats.

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Idaho White Clover Certification Standards

Land Requirements:

- A. Breeder and foundation seed for the production of foundation seed shall be planted only on land on which no white clover plants have ever grown, insofar as is possible to determine.
- B. Foundation seed for the production of registered seed shall be planted only on land on which no white clover plants of any type have grown for at least the preceding five (5) years during three (3) of which the land must be cultivated. This time interval may be omitted if the last seed crop was the same variety and met foundation requirements.
- C. Foundation or registered seed for the production of certified seed shall be planted only on land on which no white clover plants of any type have grown for at least the preceding four (4) years during two (2) of which the land must be cultivated.

Isolation Requirements:

A field producing foundation, registered or certified seed must have the minimum isolation distance from fields of any other variety or fields of the same variety that do not meet the varietal purity requirements for certification as given in the following table.

| CLASSES | Fields of less than 5 Acres | Fields of more than 5 Acres |
|--|------------------------------------|------------------------------------|
| Foundation | 1320 feet | 1320 feet |
| Registered | 660 feet | 330 feet |
| Certified | 330 feet | 165 feet |
| Between seed classes of the same variety | * | * |

*Isolation distance may be reduced 25% of higher class.

Length of Stand.

- 1. A foundation and/or registered field may produce only two (2) successive seed crops following seeding except that each may be reclassified to the next lower class after being harvested for seed for two (2) years. A stand will not be eligible to produce any class of seed after four (4) successive seed crops.

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2. A certified field on which a stand of perennial plants are maintained may produce a maximum of four (4) successive seed crops following seeding.

Field Standards:

| Factor | Maximum permitted in each class | | |
|-------------------|---------------------------------|------------|-----------|
| | Foundation | Registered | Certified |
| Other varieties * | None | 0.2% | 1.0% |

*Other varieties shall be considered to include plants that can be differentiated from the variety that is being inspected.

Seed Standards.

| Factor | Standards for each class | | |
|---|--------------------------|--------------------------|-----------------------|
| | Foundation White Tag | Registered Purple Tag | Certified Blue Tag |
| Pure Seed (Min.) | 99.0% | 99.0% | 99.0% |
| Other Crops (Max.) | .1% | .25% | .25% |
| Sweet Clover (Max.) | None | 45/lb | 180/lb |
| Inert Matter (Max.) | 1.0% | 1.0% | 1.0% |
| Total Weed Seed (Max.) | .1% | .25% | .5% |
| Noxious Weeds * | None | None | None |
| Objectionable Weeds ¹ (Max.) | None | None | 45/lb |
| Other Objectionable Weeds ² (Max.) | 45/lb | 90/lb | 180/lb |
| Total Germination (Min.) | 85.0% | 85.0% | 85.0% |

*Noxious Weeds - See Prohibited Noxious Seed List

¹Blue Flowering Lettuce, Buckhorn, Halogeton, Medusa Head Rye, Perennial Ragweed, Povertyweed, Wild Oats.

²Plantain and Docks (including Sorrel).

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SUBJECT

Pending Rule – Docket No. 47-0101-1501 – Division of Vocational Rehabilitation

REFERENCE

| | |
|---------------|---|
| November 2012 | Board approved pending rule clarify language regarding the Divisions of Vocation Rehabilitation customer appeal and mediation process as well as technical changes. |
| August 2012 | Board approved pending rule clarify language regarding the Divisions of Vocation Rehabilitation customer appeal and mediation process as well as technical changes. |
| August 2013 | Board approved amendments to IDVR's field service manual and proposed rule changes incorporating the new manual as well as other technical amendments. |

APPLICABLE STATUTE, RULE, OR POLICY

Idaho Administrative Code, IDAPA 47.01.01

BACKGROUND/DISCUSSION

The Idaho Division of Vocational Rehabilitation (IDVR) Field Service Manual contains internal processes to IDVR as well as eligibility and program requirements for the people and agencies IDVR serves. Currently, this manual is incorporated by reference into Idaho Administrative Code, IDAPA 47.01.01. When a document is incorporated by reference into administrative rule, it has the force and effect of law and can only be changed through Board approval and the rulemaking process. IDVR has identified a number of processes in the Field Service Manual that belong more appropriately in a policies and procedures manual of the agency.

The Board approved amendments to the Field Service Manual removing these procedures at the August 2015 Board meeting.

IMPACT

The changes incorporate the updated Field Service Manual into rule and remove unnecessary agency procedures from the manual.

ATTACHMENTS

| | |
|--|--------|
| Attachment 1 – Pending Rule Docket No. 47-0101-1501 | Page 3 |
| Attachment 2 – Field Services Policy Manual – Redlined | Page 5 |

STAFF COMMENTS AND RECOMMENDATIONS

Proposed rules have a 21 day comment period prior to becoming pending rules. Based on received comments and Board direction, changes may be made to proposed rules prior to entering the pending stage. If approved, pending rules will be submitted to the Department of Administration for publication in the Idaho Administrative Rules Bulletin for consideration by the legislature. Pending rules become effective at the end of the legislative session in which they are submitted if they are not rejected by the Legislature.

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We received no comments during the 21 day public comment period. There have been no changes to the rule between the proposed and pending rule.

BOARD ACTION

I move to approve Pending Rule Docket No. 47-0101-1501, as submitted in Attachment 1.

Moved by _____ Seconded by _____ Carried Yes _____ No _____

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**IDAPA 47
TITLE 01
CHAPTER 01**

IDAPA 47 - DIVISION OF VOCATIONAL REHABILITATION

47.01.01 - RULES OF THE IDAHO DIVISION OF VOCATIONAL REHABILITATION

004. INCORPORATION BY REFERENCE.

01. General. Unless provided otherwise, any reference in these rules to any document identified in Subsection 004 shall constitute the full incorporation into these rules of that document for the purposes of the reference, including any notes and appendices therein. The term “documents” includes codes, standards or rules which have been adopted by an agency of the state or of the United States or by any nationally recognized organization or association. (3-30-01)

02. Documents Incorporated by Reference. The following documents are incorporated by reference into these rules: (3-30-01)

a. All federal publications through the [Rehabilitation Services Administration](#). (2-17-09)

b. Idaho Division of Vocational Rehabilitation Field Services Policy Manual, ~~November 2012~~[August 13, 2015](#), available for review on the website at <http://www.vr.idaho.gov/>. (7-1-13)

c. Workforce Investment Act, Public Law 105-220. (5-3-03)

d. Federal Register, Department of Education, 34 CFR Part 361- 363. (2-17-09)

e. The Rehabilitation Act of 1973, as amended. (2-17-09)

03. Availability of Reference Material. Copies of the documents incorporated by reference into these rules are available at the Central Office, Idaho Division of Vocational Rehabilitation, 650 W. State Street, Room 150, Boise, Idaho 83720, (208) 334-3390 or through access to the internet URL addresses outlined in Subsection 004.02. (2-17-09)

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Field Services Policy Manual



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Effective July 1, 2016~~July 1, 2013~~

IDAHO DIVISION OF VOCATIONAL REHABILITATION
FIELD SERVICES POLICY MANUAL (~~update to index 10/2012~~)

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**PLANNING, POLICY AND GOVERNMENTAL AFFAIRS
NOVEMBER 30, 2015**

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SECTION 1.0 – PURPOSE AND GENERAL REQUIREMENTS OF THE IDAHO VOCATIONAL REHABILITATION PARTICIPANT SERVICES PROGRAM

The Idaho Division of Vocational Rehabilitation (IDVR) program assists eligible persons with disabilities to prepare for and achieve an employment outcome. “Employment outcome” means entering or retaining full-time, or if appropriate, part-time competitive employment in the integrated labor market to the greatest extent possible. It also means supported employment; or other types of employment, including self-employment, consistent with self-sustaining activity for wages or compensation consistent with the customer’s strengths, resources, priorities, concerns, abilities, capabilities, interest, and informed choice.

Competitive employment is work performed in the integrated labor market in which the customer is compensated at or above minimum wage, but not less than the customary wage and benefits paid for the same or similar work performed by customers who do not have a disability.

The IDVR is a statewide program that develops and utilizes partnerships for effective service delivery. Partnerships vary, but include those programs authorized under the Rehabilitation Act, as amended, such as Independent Living Centers and Tribal Vocational Rehabilitation Programs. Programs authorized under the Workforce Innovation and Opportunity Act (WIOA) ~~Investment Act (WIA)~~ are utilized to the maximum extent possible as allowed in Section 188 of the Act. It is understood that each program is unique and offers unique cultural and professional expertise. Cooperative Agreements with respective programs are encouraged and should be referred to for local understanding. Staff is encouraged to understand these agreements and provide information, referral and services as appropriate to the needs of the customers they serve. Consult with the Regional ManagerRM for access to pertinent cooperative agreements.

Vocational Rehabilitation is based upon an Individualized Plan ~~for~~ Employment (IPE) that is oriented to the achievement of an employment outcome. Services provided to persons with disabilities must be documented as necessary to overcome related barriers to employment and must be provided as cost effectively as possible.

The Division strives to maintain a highly accountable program to all customers.

IDVR provides, as appropriate to the vocational rehabilitation needs of each eligible customer, goods or services necessary to enable the customer to achieve an employment outcome.

EXCEPTION TO POLICY

~~VR CounselorVRC~~s are delegated substantial decision and purchasing authority based upon the caps outlined in the Payment Policy. Exceptions to policy require the approval of a ~~VR~~ Regional ManagerRM and the notification and consultation of the Chief of Field Services. Documentation of the ~~VR Regional ManagerRM~~’s approval must be noted in the case file.

Purchases in excess of delegated authority are reviewed by the Regional ManagerRM and approved by the Chief of Field Services or designee. Documentation of the approval of purchases in excess must be noted in case file.

1.1 Legal Citations

The IDVR program is operated in compliance with the Federal Rehabilitation Act of 1973, as amended [by the Workforce Innovation and Opportunity Act \(WIOA\) enacted on July 22, 2014](#). The legal authorities for the policies contained in the Vocational Rehabilitation Services Policy Manual are: [Proposed Rules to Title 34 CFR Parts 361, 363, and 397](#) issued [April 16, 2015](#) ~~January 17, 2001~~ in the Federal Register implementing the Rehabilitation Act Amendments ~~of 1998~~; and Title 67, Chapter 53 of the Idaho code related to provisional appointments in state government for those with severe disabilities.

1.2 Program Requirements

Eligibility is determined without regard to sex, race, creed, age, color, national origin or type of disability.

There is no duration of residency requirement. The customer must be living in the State of Idaho and legally able to work in the United States.

IDVR will establish and maintain a record of services for each customer for, and recipient of, vocational rehabilitation services, which includes data necessary to comply with [IDVR](#) agency and Federal Rehabilitation Service Administration (RSA) requirements.

In the purchase of goods or services for persons with disabilities, IDVR complies with its procurement policy, Purchase of Services and Supplies for customer use in the Vocational Rehabilitation Program.

~~Case service expenditures require written authorization prior to the initiation of the service or purchase of any goods. Oral authorizations by a Regional Manager [RM](#) or above are permitted in emergency ^[TP1] situations, but must be confirmed promptly in writing and forwarded to the provider. Emergency oral authorizations are to be followed up with a written authorization within three (3) business days.~~

Goods and services will be provided subject to the guidelines of ~~the~~ Order of Selection (Section 14.0).

When appropriate, counselors shall refer customers with disabilities to receive services from other agencies and organizations.

Each applicant or eligible customer being provided vocational rehabilitation services shall be informed of the procedure for requesting a review and a determination of agency action concerning the furnishing or denial of services, including the names and addresses of individuals with whom appeals may be filed and the availability of the Client Assistance Program (CAP).

1.3 Provider Standards

IDVR requires service providers:

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To be licensed by the Division of Occupational Licensing, the U.S. Department of Education Office of Post-Secondary Education, or a professional certifying body.

OR

IDVR requires service providers that offer vocational rehabilitation services to apply to be an approved service provider with the Division. CRPs must be accredited based on IDAPA rules.

OR

~~IDVR Counselor~~ VRCs may occasionally approve the purchase of services from non-license providers such as, educational tutoring, foreign language interpreters, or other services to support the rehabilitation needs of a customer.

1.4 Selection of Service Providers

Providers are selected by a combination of the customer's informed choice and State procurement rules. ~~VR counselor~~ VRCs will assist the customer in acquiring information necessary to make an informed choice regarding the selection of service provider.

1.5 Definitions:

(Reference Federal Register / Vol. 66, No. 11 / Wednesday, January 17, 2001 / Rules and Regulation)

- a. ***Applicant*** means, customer who submits an application for vocational rehabilitation services in accordance with Sec. 361.41(b) (2). (Authority: Section 12(c) of the Act; 29 U.S.C 709 (c))
- b. ***Assessment for determining eligibility and vocational rehabilitation needs*** means, as appropriate in each case, (i)(A) A review of existing data—(1) To determine if a customer is eligible for vocational rehabilitation services; and (2) To assign priority for an order of selection described in Sec. 361.36 in the States that use an order of selection; and (B) To the extent necessary, the provision of appropriate assessment activities to obtain necessary additional data to make the eligibility determination and assignment; (ii) To the extent additional data are necessary to make a determination of the employment outcomes and the nature and scope of vocational rehabilitation services to be included in the individualized plan for employment for an eligible customer, a comprehensive assessment to determine the unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice, including the need for support employment, of the eligible customer. This comprehensive assessment – (A) is limited to information that is necessary to identify the rehabilitation needs of the customer and to develop the individualized plan of employment of the eligible customer; (B) Uses as a primary source of information, to the maximum extent possible and appropriate and in accordance with confidentiality requirements –
 - 1) Existing information obtained for the purposes of determining the eligibility of the customer and assigning priority for an order of selection described in Sec. 361.36 for the customer; and

- 2) Information that can be provided by the customer and, if appropriate, by the family of the customer; (c) May include, to the degree needed to make such a determination, an assessment of the personality, interests, interpersonal skills, intelligence and related functional capacities, educational achievements, work experience, vocational aptitudes, personal and social adjustments, and employment opportunities of the customer and the medical, psychiatric, psychological, and other pertinent vocational, educational, cultural, social, recreational, and environmental factors that ~~effect~~affect the employment and rehabilitation needs of the customer; and (D) May include, to the degree needed an appraisal of the patterns of work behavior of the customer and services needed for the customer to acquire occupational skills and to develop work attitudes, work habits, work tolerance, and social and behavior patterns necessary for successful job performance, including the use of work in real job situations to assess and develop the capacities of the customer to perform adequately in a work environment; (iii) Referral, for the provision of rehabilitation technology services to the customer, to assess and develop the capacities of the customer to perform in a work environment; and (iv) An exploration of the customer's abilities, capabilities, and capacity to perform in work situations, which must be assessed periodically during trial work experience, including experiences in which the customer is provided appropriate supports of training.
(Authority: Section 7(2) of the Act; 29 U.S.C. 705(2))
- c. ***Assistive technology device*** means any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized, that is used to increase, maintain, or improve the functional capabilities of a customer with a disability.
(Authority: Section 7(3) of the Act; 29 U.S.C. 705(3))
- d. ***Assistive technology service*** means any service that directly assists a customer with a disability in the selection, acquisition, or use of an assistive technology device, including: (i) The evaluation of needs of a customer with a disability, including a functional evaluation of the customer in his or her customary environment; (ii) Purchasing, leasing, or otherwise providing for the acquisition, by a customer with a disability, of an assistive technology device; (iii) Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices; (iv) Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs; (v) Training or technical assistance for a customer with a disability or, if appropriate, the family members, guardians, advocates, or authorized representatives of the customer; and (vi) Training or technical assistance for professionals (including customers providing education and rehabilitation services), employers, or others who provide services to, employ, or are otherwise substantially involved in the major life functions of customers with disabilities, to the extent that training or technical assistance is necessary to the achievement of an employment outcome by a customer with a disability. (Authority: Sections 7(4) and 12(c) of the Act; 29 U.S.C. 705(4) and 709 (c))
- e. ***Community rehabilitation program.*** (i) Community rehabilitation program means a program that provides directly or facilitates the provision of one or more of the following vocational rehabilitation services to customers with disabilities to enable those customers

to maximize their opportunities for employment, including career advancement: (A) Medical, psychiatric, psychological, social, and vocational services that are provided under one management; (B) Testing, fitting, or training in the use of prosthetic and orthotic devices; (C) Recreational therapy; (D) Physical and occupational therapy; (E) Speech, language, and hearing therapy (F) Psychiatric, psychological, and social services, including positive behavior management;. (G) Assessment for determining eligibility and vocational rehabilitation needs; (H) Rehabilitation Evaluation or control of specific disabilities; (K) Orientation and mobility services for customers who are blind; (L) Extended employment; (M) Psychosocial rehabilitation services; (N) Supported employment services and extended services; (O) Services to family members if necessary to enable the applicant or eligible customer to achieve an employment outcome; (P) Personal assistance services; (Q) Services similar to the services described in paragraphs (A) through (P) of this definition. (ii) For the purposes of this definition, the word program means an agency, organization, or institution, or unit of an agency, organization, or institution, that provides directly or facilitates the provision of vocational rehabilitation services as one of its major functions.

- f. ***Comparable services and benefits means***, (i) Services and benefits that are (A) Provided or paid for, in whole or in part, by other Federal, State, or local public agencies, by health insurance, or by employee benefits; (B) Available to the customer at the time needed to ensure the progress of the customer toward achieving the employment outcome in the customer's individualized plan for employment in accordance with Sec. 361.53; and (C) Commensurate to the services that the customer would otherwise receive from the designated State vocational rehabilitation agency. (ii) For the purposes of this definition, comparable benefits do not include awards and scholarships based on merit. (Authority: Sections 12 (c) and 101 (a)(8) of the Act; 29 U.S.C. 709 (c) and 721 (a)(8))
- g. ***Competitive employment*** means work; (i) in the competitive labor market that is performed on a full-time or part-time basis in an integrated setting; and (ii) For which a customer is compensated at or above the minimum wage, but not less than the customary wage and level of benefits paid by the employer for the same or similar work performed by customers who are not disabled. (Authority: Sections 7(11) and 12(c) of the Act; 29 U.S.C. 705(11) and 709 (c))
- h. ***Employment outcome*** means, with respect to a customer, entering or retaining full-time or, if appropriate, part-time competitive employment, as defined in Sec. 361.5 (b)(11), in the integrated labor market, supported employment, or any other type of employment in an integrated setting, including a customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. (Authority: Sections 7(11), 12(c), 100(a)(2), and 102 (b)(3)(A) of the Act; 29 U.S.C. 705 (11), 709(c), 720 (a)(2), and 722 (b)(3)(A))
- i. ***Employment outcome maintained*** means the customer has maintained the employment outcome for an appropriate period of time, but not less than 90 days, necessary to ensure the stability of the employment outcome and the customer no longer needs vocational rehabilitation services.

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- j. **Satisfactory outcome** means at the end of the appropriate period, not less than 90 days, the customer and the vocational counselor consider the employment outcome to be satisfactory and agree that the customer is performing well in the employment.
- k. **Extended services** means ongoing support services and other appropriate services that are needed to support and maintain a customer with a most significant disability in supported employment and that are provided by a State agency, a private nonprofit organization, employer, or any other appropriate resource, from funds other than funds received under this part and 34 CFR part 363 after a customer with a most significant disability has made the transition from support provided by the designated State unit. (Authority: Sections 7 (13) and 623 of the Act; 29 U.S.C. 705 (13) and 795i)
- l. **Family member**, for purposes of receiving vocational rehabilitation services in accordance with Sec 361.48(i), means a customer; (i) Who either, (A) Is a relative or guardian of an applicant or eligible customer; or (B) Lives in the same household as an applicant or eligible customer; (ii) Who has a substantial interest in the well-being of that customer; and (iii) Whose receipt of vocational rehabilitation services is necessary to enable the applicant or eligible customer to achieve an employment outcome. (Authority: Sections 12 (c) and 103 (a)(17) of the Act; 29 U.S.C. 709 (c) and 723 (a)(17))
- ~~m. **Homemaker** is recognized as non-competitive gainful work. In order for a household manager^[TP2] to be considered an appropriate vocational objective, the customer must perform a majority of certain work activities within a family unit. These include, but are not limited to: family financial management, cleaning, meal preparation, laundry, mending, childcare, and other household activities. The performance of these responsibilities must positively impact the family's economic circumstances. For example, by rehabilitating a household manager, economic advantage occurs because the family will not have to pay someone else to perform household management tasks.~~
- ~~n.m.~~ **Indian tribe** means any Federal or State Indian tribe, band, Rancheria, pueblo, colony, or community, including any Idaho native village or regional village corporation. (Authority: Section 7 (19)(B) of the Act; 29 U.S.C. 705 (19)(B))
- ~~o.n.~~ **Customer with a disability**, except as provided in Sec. 361.5(b) (29), means a customer (i) Who has a physical or mental impairment; (ii) Whose impairment constitutes or results in a substantial impediment to employment; and (iii) Who can benefit in terms of an employment outcome from the provision of vocational rehabilitation services. (Authority: Sections 7(20)(A) of the Act; 29 U.S.C. 705(20)(A))
- ~~p.o.~~ **Customer's representative** means any representation chosen by a customer or eligible customer, as appropriate, including a parent, guardian, other family member, or advocate, unless a representative has been appointed by a court to represent the customer, in which case the court-appointed representative is the customer's representative. (Authority: Sections 7 (22) and 12 (c) of the Act; 29 U.S.C. 705(22) and 709 (c))
- ~~q.p.~~ **Informed choice** means the process by which customers in the public rehabilitation program make decisions about their vocational goals, the services and service providers necessary to reach those goals, and how those services will be procured. The decision making process takes into account the customer's values, lifestyle, and characteristics, the

availability of resources and alternatives, and general economic conditions. Informed choice is a collaborative process involving the customer and IDVR staff in coordination with other resources as necessary.

Informed Choice Guidelines:

Informed choice does not mean unlimited choice. A customer's choices are limited by several factors.

- The choice must relate to and be necessary to achieving an employment outcome
- The choice must be consistent with the customer's strengths, resources, priorities, abilities, capabilities, needs and interests.
- The choice must be made pursuant to all Federal, State, and IDVR rules related to purchasing and providing services.
- When deciding what goods and services will be provided, the following will be part of the informed choice decision:
 - Cost, accessibility, and duration of potential services;
 - Customer satisfaction with those services to the extent that information relating to customer satisfaction is available;
 - Qualifications of potential service providers;
 - Types of services offered by the potential providers;
 - Degree to which services are provided in integrated settings; and
 - Outcomes achieved by individuals working with service providers, to the extent that such information is available.

f.g. Integrated setting, (i) With respect to the provision of services, means a setting typically found in the community in which applicants or eligible customers interact with non-disabled customers other than non-disabled customers who are providing services to those applicants or eligible customers; (ii) With respect to an employment outcome, means a setting typically found in the community in which applicants or eligible customers interact with non-disabled customers, other than non-disabled customers who are providing services to those applicants or eligible customers, to the same extent that non-disabled customers in comparable positions interact with other persons. (Authority: Sections 12 (c) of the Act; 29 U.S.C. 709 (c))

s.r. Maintenance means monetary support provided to a customer for expenses, such as food, shelter, and clothing, that are in excess of the normal expenses of the customer and that are necessitated by the customer's participation in an assessment for determining eligibility and vocational rehabilitation needs or the customer's receipt of vocational rehabilitation services under an individualized plan for employment. (Authority: Sections 12 (c) and 103 (a)(7) of the Act; 29 U.S.C. 709 (c) and 723 (a)(7))

t.s. Ongoing support services, as used in the definition of "Supported employment" (i) Means services that are (A) Needed to support and maintain a customer with a most significant disability in supported employment; (B) Identified based on a determination by the designated State unit of the customer's need as specified in an individualized plan for employment; and (C) Furnished by the designated State unit from the time of job placement until transition to extended service, unless post-employment services are provided following transition, and thereafter by one or more extended services providers

throughout the customer's term of employment in a particular job placement or multiple placements if those placements are being provided under a program of transitional employment; (ii) Must include an assessment of employment stability and provision of specific services or the coordination of services at or away from the worksite that are needed to maintain stability bases on; (A) At a minimum, *twice-monthly monitoring at the worksite* of each customer in supported employment; or (B) If under specific circumstances, especially at the request of the customer, the individualized plan for employment provides for *off-site monitoring, twice monthly meetings with the customer*; (iii) Consist of; (A) Any particularized assessment supplementary to the comprehensive assessment of rehabilitation needs described in paragraph (b)(6)(ii) of this section; (B) The provision of skilled job trainers who accompany the customer for intensive job skill training at the work site; (C) Job development and training; (D) Social skills training; (E) Regular observation or supervision of the customer; (F) Follow-up services including: regular contact with the employers, the customers, the parents, family members, guardians, advocates, or authorized representatives of the customers, and other suitable professional and informed advisors, in order to reinforce and stabilize the job placement; (G) Facilitation of natural supports at the worksite; (H) Any other service identified in the scope of vocational rehabilitation services for customers, described in SEC. 361.48; or (I) Any service similar to the foregoing services. (Authority: Sections 7 (27) and 12 (c) of the Act; 29 U.S.C. 705 (27) and 709 (c))

u.f. Personal assistance services means a range of services provided by one or more persons designed to assist a customer with a disability to perform daily living activities on or off the job that the customer would typically perform without assistance if the customer did not have a disability. The services must be designed to increase the customer's control in life and ability to perform everyday activities on or off the job. The services must be necessary to the achievement of an employment outcome and may be provided only while the customer is receiving other vocational rehabilitation services. The services may include training in managing, supervising, and directing personal assistance services. (Authority: Sections 7(28), 102(b)(3)(B)(i)(I), and 103(a)(9) of the Act; 29 U.S.C. 705(28), 722(b)(3)(B)(i)(I), and 723(a)(9)) [[Page 272]]

u. Physical and mental restoration services means; (i) Corrective surgery or therapeutic treatment that is likely, within a reasonable period of time, to correct or substantially modify a stable or slowly progressive physical or mental impairment that constitutes a substantial impediment to employment; (ii) Diagnosis of and treatment for mental or emotional disorders by qualified personnel in accordance with State licensure laws; (iii) Dentistry; (iv) Nursing services; (v) Necessary hospitalization (either inpatient or outpatient care) in connection with surgery or treatment and clinic services; (vi) Drugs and supplies; (vii) Prosthetic and orthotic devices; (viii) Eyeglasses and visual services, including visual training, and the examination and services necessary for the prescription and provision of eyeglasses, contact lenses, microscopic lenses, telescopic lenses, and other special visual aids prescribed by personnel that are qualified in accordance with State licensure laws; (ix) Podiatry; (x) Physical therapy; (xi) Occupational therapy; (xii) Speech or hearing therapy; (xiii) Mental health services; (xiv) Treatment of either acute or chronic medical complications and emergencies that are associated with or arise out of the provision of physical treatment; (xv) Special services for the treatment of customers

with supplies; and (xvi) Other medical or medically related rehabilitation services.
(Authority: Sections 12 (c) and 103 (a)(6) of the Act; 29 U.S.C. 709 (c) and 723 (a)(6))

v. Pre-employment transition services are those services/activities for students with disabilities^[TP3] (see page 10 for definition of student with disability). Required activities include job exploration counseling; work-based learning experiences, which may include in-school or after school opportunities, or experience outside the traditional school setting (including internships), that is provided in an integrated environment in the community to the maximum extent possible; counseling on opportunities for enrollment in comprehensive transition or postsecondary educational programs at institutions of higher education; workplace readiness training to develop social skills and independent living; and instruction in self-advocacy. Authorized activities may also be provided. (Authority: Section 7(30), and 113 of the Act; 29 U.S.C. 7(30) and 733)

Physical or mental impairment means; (i) Any physiological disorder or condition, cosmetic disfigurement, or anatomical loss affecting one or more of the following body systems: neurological, musculo-skeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, hemic and lymphatic, skin, and endocrine; or (ii) Any mental or psychological disorder such as mental retardation, organic brain syndrome, emotional or mental illness, and specific learning disabilities. (Authority: Sections 7(20)(A) and 12 (c) of the Act; 29 U.S.C. 705(20)(A) and 709 (c))

Post-employment services means one or more of the services identified in Section 361.48 that are provided subsequent to the achievement of an employment outcome and that are necessary for a customer to maintain, regain, or advance in employment, consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. (Authority: Sections 12 (c) and 103 (a)(18) of the Act; 29 U.S.C. 709 (c) and 723 (a)(18)) Note to paragraph (b) (42): Post-employment services are intended to ensure that the employment outcome remains consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice. These services are available to meet rehabilitation needs that do not require a complex and comprehensive provision of services and, thus, should be limited in scope and duration. If more comprehensive services are required, then a new rehabilitation effort should be considered. Post-employment services are to be provided under an amended individualized plan for employment; thus, a re-determination of eligibility is not required. The provision of post-employment services is subject to the same requirements in this part as the provision of any other vocational rehabilitation service. Post-employment services are available to assist a customer to maintain employment, eg.e.g., the customer's employment is jeopardized because of conflicts with supervisors or co-workers, and the customer needs mental health services and counseling to maintain the employment; to regain employment, e.g., the customer's job is eliminated through re-organization and new placement services are needed; and to advance in employment, e.g., the employment is no longer consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

The customer is informed through appropriate modes of communication of the availability of post-employment services.

y. **Rehabilitation engineering** means the systematic application of engineering sciences to design, develop, adapt, test, evaluate, apply, and distribute technological solutions to problems confronted by customers with disabilities in functional areas, such as mobility, communications, hearing, vision, and cognition, and in activities associated with employment, independent living, education, and integration into the community. (Authority: Section 7(12)(c) of the Act; 29 U.S.C. 709 (c))

~~z.~~ **Rehabilitation technology** means the systematic application of technologies, engineering methodologies, or scientific principles to meet the needs of, and address the barriers confronted by, customers with disabilities in areas that include: education, rehabilitation, employment, transportation, independent living, and recreation. The term includes rehabilitation engineering, assistive technology devices, and assistive technology services. (Authority: Section 7(30) of the Act; 29 U.S.C. 705(30))

aa. **Student^{TP4} with a disability** is an individual with a disability who is under the age of 22 at the time of service delivery and is eligible for and receiving special education services or is on a 504 Plan. (Authority: Section 7(37) of the Act; 29 U.S.C. 705(37))

y.bb. **Substantial impediment to employment** means that a physical or mental impairment (in light of attendant medical, psychological, vocational, educational, communication, and other related factors) hinders a customer from preparing for, entering into, engaging in, or retaining employment consistent with the customer's abilities and capabilities. (Authority: Sections 7(20)(A) and 12 (c) of the Act; 29 U.S.C. 705(20)(A) and 709 (c))

~~z.~~cc. **Supported employment means**, (i) Competitive employment in an integrated setting, or employment in integrated work settings in which customers are working toward competitive employment, consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the customers with ongoing support services for customers with the most significant disabilities; (A) For whom competitive employment has not traditionally occurred or for whom competitive employment has been interrupted or intermittent as a result of a significant disability; and (B) Who, because of the nature and severity of their disabilities, need intensive supported employment services from the designated State unit and extended services after transition as described in paragraph (b)(20) of this section to perform this work; or (ii) Transitional employment, as defined in paragraph (b)(54) of this section, for customers with the most significant disabilities due to mental illness. (Authority: Section 7(35) of the Act; 29 U.S.C. 705(35))

aa.dd. **Supported employment services** means ongoing support services and other appropriate services needed to support and maintain a customer with a most significant disability in supported employment that are provided by the designated State unit; (i) For a period of time not to exceed ~~18~~24 months, unless under special circumstances the eligible customer and the rehabilitation counselor or coordination jointly agree to extend the time, to achieve the employment outcome identified in the individualized plan for employment; and (ii) Following transition, as post-employment services that are

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unavailable from an extended services provider and that are necessary to maintain or regain the job placement or advance in employment. (Authority: Sections 7(36) and 12 (c) of the Act; 29 U.S.C. 705(36 and 709 (c))

~~bb-ee.~~ **Transition services** means a coordinated set of activities for a student designed within an outcome-oriented process that promotes movement from school to post-school activities, including: post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities must be based upon the student's needs, taking into account the student's preferences and interests, and must include instruction, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation. Transition services must promote or facilitate the achievement of the employment outcome identified in the student's individualized plan for employment. (Authority: Sections 7(37) and 103 (a)(15) of the Act; 29 U.S.C. 705(37) and 723 (a)(15))

~~ee-ff.~~ **Transitional employment**, as used in the definition of "Supported ~~E~~employment," means a series of temporary job placements in competitive work in integrated settings with ongoing support services for customers with the most significant disabilities due to mental illness. In transitional employment, the provision of ongoing support services must include continuing sequential job placement until job permanency is achieved. (Authority: Sections 7(35)(B) and 12 (c) of the Act; 29 U.S.C. 705(35)(B) and 709 (c))

~~dd-gg.~~ **Transportation** means travel and related expenses that are necessary to enable an applicant or eligible customer to participate in a vocational rehabilitation service, including expenses for training in the use of public transportation vehicles and systems. (Authority: 103 (a)(8) of the Act; 29 U.S.C. 723 (a)(8)) (i)

~~ee-hh.~~ **Vocational Rehabilitation Counselor** (VRC) is the designated employee position in charge of managing the customer's case. For the purposes of this manual a Vocational Rehabilitation Specialist is considered a VRC.

~~ff-ii.~~ **Youth^[TP5] with a disability** is an individual with a disability who is under the age of 25. (Authority: Section 7(42) of the Act; 29 U.S.C. 705(43))

1.6 Use of Audio and Video Recordings. IDVR reserves the right to prohibit customer use of video and audio recording without prior approval by the Chief of Field Services.

SECTION 2.0 – ETHICS

A. All ~~Idaho Division of Vocational Rehabilitation (IDVR)~~ employees must adhere to the Idaho Ethics in Government Manual:

<http://www.ag.idaho.gov/publications/manuals.html>~~http://www2.state.id.us/ag/manuals/index.html~~

- B. IDVR ascribes to, and requires all Vocational Rehabilitation Counselors ([VRCs](#)) and [Field sServices sStaff](#) to follow the Code of Professional Ethics for Rehabilitation Counselors accepted by the Commission of Rehabilitation Counselor Certification (CRCC).
<http://www.crccertification.com>
- C. Provision of Services to Potential and Current IDVR Employees/Interns/Volunteers
- If an IDVR employee becomes a customer, their VR case will be served by a region other than where they work.
 - If an IDVR customer accepts employment with IDVR their case will be served by a region different than where they accepted employment.
- D. Internships, participants in training programs, or trial work experiences of customers served by IDVR will not be served from a counselor in the same office where the trial work, internship, or participation in training programs is located.
- E. If a family member of an employee or a family member of anyone who resides in the employee's residence applies for services they will be served by a counselor from a different region from the employee.
- F. An employee shall not financially benefit from decisions made under the authority of IDVR.
- G. An employee will not make IDVR purchases (case services or other purchases) from a family member or a family member of anyone who resides in the employee's residence, or from a business owned or controlled by such an individual. This includes customer reimbursements.

SECTION 3.0 PROTECTION, USE, AND RELEASE OF PERSONAL INFORMATION

3.1 Confidentiality

All information acquired by [Idaho Division of Vocational Rehabilitation \(IDVR\)](#) must be used only for purposes directly connected with the administration of the vocational rehabilitation program. As a general rule, information containing personal information may not be shared with advisory or other bodies that do not have official responsibility for administration of the program, except as provided in this policy. Use, release, and obtaining of personal information by IDVR shall conform to applicable State law and rules, and applicable Federal law and regulations.

Requests for information under the Idaho public records laws should be referred to the deputy attorney general assigned to the Agency.

For purposes of this policy, informed written consent shall:

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- A. Be explained in language that the customer or their representative understands;
- B. Be dated, and specify the length of effect;
- C. Be specific in designating IDVR as the agency authorized to use, disclose or receive information;
- D. Be specifically designated to the parties to whom the information may be released;
- E. Specifically designate the parties whom the information may be released; and
- F. Be specific as to the purpose(s) for which the information may be used.

3.2 Release of Personal Information to Customers with Disabilities, their Representative or Attorney

If requested in writing by a customer of IDVR, and upon informed written consent by the customer and/or his or her representative, all information in such customer's case record that pertains to such customer shall be made available in a timely manner to that customer, except:

- 3.2.1** Medical, psychological or other information that IDVR believes may be harmful to the customer. This information may not be released directly to the customer but may be provided to the customer through a third party chosen by the customer, which may include, among others, an advocate, a family member, or a qualified medical or mental health professional, unless a representative has been appointed by a court to represent the customer, in which case the information must be released to the court appointed representative.
- 3.2.2** Information obtained from outside IDVR may be released only under the conditions established by the outside agency, organization or provider or mandated for them by Federal or State law.
- 3.2.3** An applicant or eligible customer who believes that information in the customer's record of services is inaccurate or misleading may request that IDVR amend the information. If the information is not amended, the request for an amendment must be documented in the record of service.
- 3.2.4** IDVR will respond to a case records request made under this section within ten (10) working days after receipt of a written request. One current copy of the case record will be made for the customer at no charge. Additional copies will be provided at the flat fee of \$25 each.

3.3 Release to Other Agencies or Organizations

If information requested has been obtained from another agency, organization or professional, it will be released only under conditions established by that agency, organization or professional.

- IDVR may release personal information without informed written consent of the customer in order to protect the customer or others when the customer poses a threat to his/her safety or the safety of others.

3.4 Release in Response to Investigations in Connection with Law Enforcement

IDVR shall release personal information in response to investigations in connections with law enforcement, fraud, or abuse, unless expressly prohibited by Federal or State laws or regulations, and in response to a court order.

3.5 Release for Audit, Evaluation or Research

At the discretion of the Administrator, personal information may be released to an organization, agency, or customer engaged in audit, evaluation or research only for purposes directly connected with the administration of the vocational rehabilitation program, or for purposes which would significantly improve the quality of life for customers with disabilities, and only if the organization, agency or customer assures that:

- A. The information will be used only for the purposes for which it is being provided;
- B. The information will be released only to customers officially connected with the audit, evaluation or research;
- C. The information will not be released to the involved customer;
- D. The information will be managed in a manner to safeguard confidentiality and,
- E. The final product will not reveal any personal identifying information without the informed written consent of the involved customer, and/or his/her representative.

3.6 Subpoena for Release of Information to the Courts, Other Judicial Bodies, Worker's Compensation and Law Enforcement Agencies

A subpoena issued to IDVR for information relating to a customer of IDVR must immediately be referred to the Chief of Field Services who will subsequently refer the document to the Deputy Attorney General assigned to the Agency to determine how the agency will respond to the subpoena.

3.7 Social Security Information

Confidentiality of SSA information is covered under Section 11.06 of the Social Security Act and may be disclosed only as prescribed by regulations. The Act permits disclosure of all information about a claimant to State VR agencies. State VR agencies routinely obtain information, including entitlement and medical information, from SSA records. Medical information may be obtained without the claimant's consent; however, State VR agencies may not permit access to such information, release it further (this includes other state agencies), or testify concerning it for any other purpose than the rehabilitation of the Social Security Disability beneficiary claimant. To obtain information from Disability Determination Services, a release form must be used.

SECTION 4.0 APPEALS PROCESS

The ~~IDVR counselor~~[VRC](#) shall notify and provide written information to all applicants and eligible customers regarding:

- A. Their right to appeal determinations made by IDVR personnel, which affect the provision of rehabilitation services;

- B. Their right to request mediation;
- C. The names and addresses IDVR personnel to whom requests for mediation or appeals may be filed;
- D. The manner in which a mediator or hearing officer may be selected;
- E. Availability of assistance from the Client Assistance Program (CAP).
- F. If the Agency is following an Order of Selection, it shall inform all eligible customers of the priority they are in.

Timing of such notification shall be provided by the ~~IDVR counselor~~VRC:

- A. At the time a customer applies for rehabilitation services;
- B. At the time of the Individualized Plan for Employment (IPE) is developed;
- C. At the time the customer is assigned to a category in the State's Order of Selection, if applicable; and
- D. Upon reduction, suspension, or cessation of approved rehabilitation services for the customer.

Whenever possible, IDVR will attempt to resolve conflicts informally or through the Dispute Resolution process. IDVR will not pay for a customer's legal services.

IDVR shall make disability related accommodations to assist customers in the conduct of the appeals process.

4.1 Continuation of Services Pending Completion of the Appeal Process

Pending a final determination of an Informal Review or Fair Hearing or participation in Mediation, IDVR may not suspend, reduce, or terminate approved services being provided under an IPE, unless the services were obtained through misrepresentation, fraud or collusion or the customer or authorized representative, requests suspension, reduction, or termination of services.

4.2 Client Assistance Program (CAP) and Supervisory Review

The CAP and supervisory review are encouraged as a means to resolve dissatisfaction. These options are in keeping with the IDVR policy to resolve a customer's dissatisfaction at the earliest possible time.

4.3 Dispute Resolution Process

4.3.1 The Informal Review process is an option available to the customer as a proven means likely to result in a timely resolution of disagreements. A customer must request an Informal Review within twenty-one (21) calendar days of the agency notice regarding IDVR's decision to provide or deny services that are in question. The request must be in writing to the [Regional ManagerRM](#). The request must describe the complaint.

In holding an Informal Review, the [Regional ManagerRM](#) will function as the Review Officer. At the customer's request another [Regional ManagerRM](#) may be substituted. The reviewer will be responsible for:

- A. Advising the customer of his/her right to have a representative present and encouraging the customer to use the services of CAP.
- B. Conducting the review within fifteen (15) calendar days following written receipt of a request for such a hearing. Unless an extension is agreed to by both parties.
- C. When the customer makes a documented effort to utilize CAP or another selected advocate to resolve his/her dissatisfaction, the time allowed for conducting an Informal Review will be extended accordingly.
- D. Holding the review at a time and place convenient to the customer, generally at the local IDVR branch office.
- E. Providing communication methods for those customers who have a sensory impairment. An interpreter will be provided for those customers who cannot communicate in English.
- F. If needed, assure that the customer is provided transportation to and from the review site.
- G. The Informal Review Officer ([Regional ManagerRM](#)) will attempt to resolve the matter to the satisfaction of the customer, developing a written proposal with the customer at the conclusion of the appeal process. The results are binding for the agency unless the proposal is not permitted by law. The customer may reject the proposal and request a Fair-Hearing within ten (10) calendar days of the Informal Review proposal or sixty (60) calendar days of the original IDVR decision, whichever one comes later.

4.4 Mediation

4.4.1 Mediation is an alternate dispute resolution method available to applicants and eligible customers who have initiated the Formal Appeals Process.

- A. A customer must request Mediation within twenty (20) calendar days of the original decision or ten (10) calendar days following the written proposal from the

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Informal Review. Mediation is available to a customer when an Informal Review has not resolved the dispute to the satisfaction of the customer.

- B. Requests for mediation must be made in writing to the Chief of Field Services and clearly state the reason for dissatisfaction with the decision or results of the Informal Review. The Chief of Field Services will represent IDVR or assign a member of the administrative or supervisory staff who has not participated in the Agency action that created the customer's dissatisfaction.
- C. Participation in the mediation process is voluntary on the part of the customer and on the part of IDVR. Either party may reject mediation as an alternate dispute resolution method. Either party, once accepting mediation as an alternate dispute resolution method, may terminate the mediation process.
- D. Mediation is not used to deny or delay the customer's right to pursue a Fair Hearing. Should the customer and/or designated representatives select mediation in lieu of a Fair Hearing the option for the Fair Hearing will be extended to allow the results of the mediation to be established. After the final results of the mediation are determined, the customer retains the right to request a Fair Hearing.
- E. Mediation is conducted by qualified and impartial mediators, who are selected randomly from a list of mediators maintained by the IDVR.
- F. Mediation discussions are confidential and may not be used as evidence in a subsequent Fair Hearing. A confidentiality agreement will be signed by both parties at the beginning of the mediation process.
- G. The mediator will develop a written Mediation Agreement, if an agreement between the parties is reached, it must be signed by the customer, the mediator, and IDVR.
- H. Cost of mediation is paid by IDVR. IDVR is not required to pay for any cost related to the representation of a customer.

4.5 Fair Hearing Process

The Fair Hearing Process is an option available to any customer who is dissatisfied with any determination made by personnel of IDVR that affects the provisions of vocational rehabilitation services. A customer may request a Fair Hearing immediately without having to go through the other appeal steps.

A customer may request, or if appropriate, may request through the customer's representative, a timely review of the determination. Such a request must be made within sixty (60) days of the IDVR decision resulting in the initial disagreement or within ten (10) calendar days of the conclusion of the Informal Review or ten (10) calendar days of the conclusion of the Mediation Process whichever is later. The Fair Hearing Process shall include a Fair Hearing by a Fair Hearing Officer (FHO).

- 4.5.1** A Formal Hearing is a procedure whereby a customer who is dissatisfied with any determination concerning the provision or denial of IDVR services or the findings of the Informal Review or Mediation may seek a determination of the agency action before a Fair Hearing Officer.
- 4.5.2** A request for a Fair Hearing must be sent in writing to the Chief of Field Services and clearly state the customer's dissatisfaction with the Agency's decision.
- 4.5.3** The hearing shall be conducted within sixty (60) calendar days of receipt of the customer's request for review, unless informal resolution is achieved prior to the 60th day, or both parties agree to a specific extension of time.
- 4.5.4** A list of Fair Hearing Officers shall be identified jointly by the Administrator of IDVR and the State Rehabilitation Council.
- 4.5.5** The Fair Hearing Officer will be selected from the list by the Administrator of IDVR and the customer.
- 4.5.6** The Fair Hearing Officer shall issue a written report of the findings and decision of the hearing within thirty (30) calendar days of the completion of the hearing.
- 4.5.7** The decision of the Fair Hearing Officer shall be considered final by the agency.
- 4.5.8** Any party who disagrees with the findings and decisions of a Fair Hearing Officer shall have the right to bring a civil action with respect to the matter in dispute. The action may be brought in any State court of competent jurisdiction or in a district court of the United States of competent jurisdiction without regard to the amount in controversy.

SECTION 5.0 APPLICATION AND ELIGIBILITY DETERMINATION

- A. People with disabilities can achieve competitive, high quality employment in an integrated setting and can live full productive lives.
- B. People with disabilities often experience major barriers related to the low expectations of and misunderstandings toward, people with disabilities that exists within society, within the persons with disabilities themselves, and sometimes, within our own rehabilitation system.
- C. People with disabilities should have responsibility and accountability to make their own choices about their lives; the kind of employment they want to pursue, who they want to provide services for them, as well as the kind of services they need.
- D. The primary purpose and role of the public vocational rehabilitation system is to empower individuals with disabilities by providing them with information, education, training, and confidence, in order that they will make effective employment choices when appropriately informed. It is also the purpose of the public vocational rehabilitation

system to support those choices when they are based upon reasonable and verifiable premises.

- E. The most effective rehabilitation occurs when there are true partnerships between the Federal and State partners, State agency providers, community providers and employers, the disability community, all other partners, and the consumer.

The ultimate goal is to provide eligible customers with the skills, tools and information to aid in their vocational discovery process and to initiate informed choices when creating their Individualized Plan for Employment (IPE) with the ~~VR counselor~~ VRC.

5.1 Inquiry

IDVR will respond to all general inquiries for VR services received via telephone, mail or electronic format within seven (7) business days.

5.2 Referral

A completed ~~r~~Referral form for VR services from customers available to participate in services that are made via mail or electronic format will be entered into the case management system as an open referral within three (3) business days. IDVR staff will make a minimum of three (3) attempts to contact the customer before the referral is closed. The first attempt will include a phone call or e-mail. If unable to make contact, a letter will be sent to confirm IDVR has received the inquiry and will include the ~~VR~~IDVR -office phone number. If the customer does not respond to the first letter, a second letter will be sent stating that IDVR has been unable to contact the customer and that the referral for services will be closed. Attempts to reach the customer and those results will be documented in the case management system.

5.3 Application for Idaho Division of Vocational Rehabilitation (IDVR) Services

An application process is complete when the following three criteria are met:

1. IDVR receives a signed and dated application signature sheet from a customer or his/her representative, or an alternate request for application is made to an IDVR office;

~~AND~~and

2. The customer provides the information needed to begin an assessment of eligibility. Information gathered in the intake interview meets this criterion;

~~AND~~and

3. The customer is available and free of restrictions to complete the assessment process for determining eligibility for VR services.

There is no duration of residency requirement. The customer must be living in the State of Idaho and legally able to work in the United States.

Applicants must be available and participate in the eligibility determination process.

IDVR must, as part of the application process, inform applicants that the goal of ~~the~~ VR services is to assist eligible customers to obtain or maintain employment and that services provided are toward this goal. Customers must also be informed of their rights and responsibilities.

The 60-day eligibility determination period begins when the application process is complete.

5.3.1 Orientation to Vocational Rehabilitation

IDVR is obligated to provide all customers with information about the following:

1. The Client Assistance Program (CAP);
2. Confidentiality;
3. VR services;
4. Informed choice;
5. The rehabilitation process;
6. That customers who receive VR services must intend to achieve an employment outcome;
7. The rights and responsibilities of the customer; and
8. The VR appeals process.

This information may be conveyed to customers through group orientations, in a one-on-one interview setting or over the telephone by IDVR staff.

5.3.2 Intake Interview

The intake interview is part of the application process and is the beginning of the assessment process to determine eligibility and potential services to be included on the Individualized Plan for Employment (IPE). Medical, psychological, social, vocational, educational, cultural and economic information is gathered to determine the unique strengths, abilities, and interests of the customer.

Prior to the end of the intake interview, the IDVR staff member should identify the actions needed by both IDVR and the customer. This could include:

1. Appointment(s) scheduled
2. Releases of Information obtained
3. Authorizations to be issued
4. Referral letters
5. Next scheduled meeting
6. Existing information the customer agrees to provide ~~VR~~IDVR staff

5.4 Assessment for Determining Eligibility

Any customer who applies for services shall undergo an assessment for determining eligibility and the priority for services, the results of which shall be shared with the customer.

The assessment will be conducted in the most integrated setting possible and consistent with the needs and informed choice of the customer.

Eligibility for IDVR services shall be determined within a reasonable period of time, not to exceed sixty (60) days after the application for services (All three components of an application received) unless the following occurs:

- A. The customer is notified that exceptional and unforeseen circumstances beyond control of IDVR preclude the counselor from completing the determination within the prescribed time frame and customer agrees that an extension of time is warranted;

OR

- B. A trial work experience including an exploration of the customer's abilities, capabilities, and capacity to perform in work situations is carried out;

OR

- C. An extended evaluation is necessary.

5.5 Eligibility Criteria

A customer is eligible for Vocational Rehabilitation if the following criteria are met:

- A. A determination by qualified personnel that the customer has a physical or mental impairment;
- B. A determination by a qualified ~~vocational rehabilitation counselor~~VRC that the customer's physical or mental impairment constitutes or results in a substantial impediment to employment for the applicant;
- C. A determination by a qualified ~~vocational rehabilitation counselor~~VRC employed by IDVR that the customer requires vocational rehabilitation services to prepare for, secure, retain or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interest, and informed choice;
- D. A presumption by a qualified ~~vocational rehabilitation counselor~~VRC that the applicant can benefit in terms of an employment outcome from the provision of vocational rehabilitation services.

NOTE: *The customer can benefit in terms of an employment outcome from vocational rehabilitation services unless the counselor demonstrates on the basis of clear and convincing evidence, and only after an exploration of the customer's abilities, capabilities, and capacity to perform in work situations or an extended evaluation is carried out, that such customer is incapable of benefiting from vocational rehabilitation services in terms of an employment outcome.*

5.5.1 Qualified Personnel

IDVR has established a policy for "qualified personnel" for the purpose of disability determination. Under the Rehabilitation Act, the assessment for determining eligibility must be made by "qualified personnel" including, if appropriate, personnel skilled in rehabilitation

technology (Section 103 (a)(1) of the Act). In addition, diagnosis and treatment for mental and emotional disorders must be provided by “qualified personnel who meet State licensure laws” (Section 103 (a)(6)(F) of the Act).

Qualified personnel are those who meet existing licensure, certification, or registration requirements applicable to the profession, this includes ~~VR Counselor~~ VRs who meet IDVR’s Comprehensive System of Personnel Development (CSPD) policy.

The determination of the existence of impairment should be supported by medical and/or psychological documentation. Medical/psychological disabilities shall be diagnosed by qualified personnel who demonstrate the possession of requisite State licensure, certification, or registration of requirements applicable to the practice of their profession within the state of Idaho.

The following occupations have been licensed in Idaho to provide general medical diagnoses. *The ~~VR Counselor~~ VR can utilize general medical diagnoses established by these medical professionals:*

- Medical Physician or Doctor of Osteopathy
- Nurse Practitioner (works under own licensure)
- Physician’s Assistant (works under a “Delegation of Services Agreement” with a physician providing oversight)

The following occupations have been licensed in Idaho to provide specific medical diagnoses within the specialized areas of competency for which the specific licensure has been determined. *It is critical that the ~~VR Counselor~~ VR take special precaution to ensure that when utilizing medical diagnoses from one of the medical professions listed below that only those areas of expertise for which the particular professional has been credentialed are documented within the eligibility determination module.*

- Licensed Psychologist
- Chiropractor
- Naturopath
- Podiatrist
- Optometrist
- Physical Therapist
- Dentist/Orthodontist
- Advanced Certified Alcohol and Drug Counselor (ACADC) / Certified Alcohol and Drug Counselor (CADC) (restricted to identifying alcohol and drug impairment related to specific testing outcome)
- School Psychologist (limited to diagnosing eligibility for school related special needs services)
- Licensed Audiologist (restricted to diagnosing hearing impairments specifically related to audiological testing results when medical conditions have been ruled out)

For further clarification, you may access www.ibol.idaho.gov and connect to “The Individual Board Pages” to determine the full extent of the professional latitude allocated to the medical occupations that are licensed to provide specialized services within narrowly defined parameters

of competency. The State Board of Medicine maintains jurisdiction over the authority and conduct of medical doctors.

Private ~~L~~icensing/certifying boards outside the ~~f~~Federal/~~s~~State purview cannot be utilized as a basis for VR diagnostic purposes.

5.5.2 Social Security Presumption

Any applicant, who has been determined eligible for Social Security benefits under Title II or Title XVI of the Social Security Act, based upon their disability, is presumed to meet the eligibility requirements for vocational rehabilitation services and is considered a customer with a significant disability.

Following an application and initial interview where a customer reports receiving SSI or SSDI, the counselor will obtain verification of receipt of SSI/SSDI, such as an award letter, a copy of the customer's check, or a verification document through the Social Security Entry and Verification System (SVES). Upon verification, the customer is made eligible for vocational rehabilitation with a Presumption of Eligibility statement in the record of services.

NOTE: If the applicant presents sufficient medical documentation to determine eligibility at the first meeting, verification will still be procured but eligibility can be determined immediately without designating presumptive status.

The assessment for determining rehabilitation needs will continue, as needed, to obtain information necessary to determine the Individualized Plan for Employment. This assessment will include: gathering existing records to determine the customer's impairment, impediment and nature and scope of the VR services necessary to obtain an employment outcome consistent with the customer's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.

When the assessment adequately documents the impairment(s), employment impediment(s) and required service(s) needed, the qualified ~~VR counselor~~VRCs completes an Eligibility Determination in the Agency's computerized data system.

If a customer receives disability benefits under Title II or Title XVI of the Social Security Act and intends to work, IDVR presumes eligibility for services, unless, because of the significance of the customer's disability, a ~~VR counselor~~VRC cannot presume that VR services will enable the customer to work (based on clear and convincing evidence).

Should the significance of the disability prevent a ~~VR counselor~~VRC from presuming that VR services will enable the customer to work, the customer will be asked to complete a trial work experience in order for the counselor to make an eligibility determination.

If the customer cannot take advantage of a trial work experience, an extended evaluation must be conducted in order to make the decision of eligibility.

5.6 Review and assessment of data for eligibility determination

The eligibility determination shall be based on the review and assessment of existing data, including: counselor observations, education records, and information provided by the customer or family, particularly information used by education officials and determinations made by officials or other agencies. Current medical records will be utilized to determine the nature and extent of the disability as well as for justification for the procurement of additional medical data when required to identify/verify alleged medical restrictions.

To the extent that existing data does not describe the current functioning of the customer, IDVR will conduct an assessment of additional data resulting from the provision of VR services including: trial work experiences, assistive technology devices and services, personal assistance services, and any other support services that are necessary to determine whether a customer is eligible.

5.6.1 Eligibility/Ineligibility: For each customer determined eligible or ineligible for vocational rehabilitation services, the record of services must include a dated Determination completed by a qualified ~~vocational rehabilitation counselor~~ VRC. Written notification of an ineligibility determination will be provided to the customer.

An ineligibility notification must include the reason for the determination, rights and responsibilities, ~~and~~ Client Assistance Program (CAP) information and information and referral to other appropriate agencies, which may include referral to the other workforce partners. A customer should be referred ~~to the local Department of Labor to address the customer's training or employment needs or~~ to the Extended Employment Services Program (Work Services / Sheltered Workshops) if the ineligibility is "Too Severely Disabled."

Ineligibility decisions based upon the severity of disability must outline clear and convincing evidence and require a period of trial work experiences or extended evaluation prior to closure. (See Closure, Section 13)

It is federally mandated that IDVR review the closure outcome of "too severely disabled" within 12 months of closure and annually thereafter, if requested. (See Section 13)

5.6.2 Trial Work Experiences (TWE) for customers with significant disabilities: Prior to any determination that a customer with a disability is incapable of benefiting from VR services in terms of an employment outcome because of the severity of that customer's disability, an exploration of that customer's abilities, capabilities, and the capacity to perform in realistic work situations must be conducted to determine whether or not there is clear and convincing evidence to support such a determination.

In such cases a written plan must be developed to assess and determine the above. The assessment must be provided in the most integrated setting possible, consistent with the informed choice and rehabilitation needs of the customer. TWE include: supported employment, situational assessment, and other experiences using realistic work settings and must be a sufficient variety and over a sufficient period of time to make such determination. Appropriate supports, including assistive technology devices and services

and personal assistance services to accommodate the rehabilitation needs of the customer must be provided.

Trial Work Experience is used to demonstrate whether the customer is capable of benefiting from VR services. Trial Work Experience will be conducted before Presumptive Eligibility is completed if there is a question regarding capacity to benefit.

TWEs may include: Community Based Work Evaluation (CBWE), job coaching, on-the-job training, supported employment or other experiences using realistic work settings, as well as assistive technology and other needed services.

Review the TWE Plan at least every 90 days to determine if there is sufficient evidence to conclude that the customer can benefit from VR Services in terms of an employment outcome or there is clear and convincing evidence that the customer is incapable of benefiting from VR Services in terms of an employment outcome due to the severity of the disability.

Make the determination for eligibility or case closure within the 18-month time frame.

5.6.3 Extended Evaluation: Under limited circumstances if a customer cannot take advantage of trial work experiences or if options for trial work experiences have been exhausted, an Extended Evaluation (EE) must be conducted to make these determinations.

In all cases where the counselor determines that an extended evaluation is required, the case record must include a Determination of Extended Evaluation completed by a qualified ~~VR counselor~~VRC, which documents:

- A. That the customer has a physical or mental impairment which constitutes or results in a substantial impediment to employment and requires VR services, and
- B. That it is questionable if the customer is capable of benefiting from VR services in terms of an employment outcome because of the severity of the disability.

During the extended evaluation period, VR services must be provided in the most integrated setting possible, consistent with the informed choice and rehabilitation needs of the customer. There must be a written Extended Evaluation Plan for providing services necessary to make an eligibility or ineligibility determination. Only those services that are necessary to make the above determinations are to be provided and extended evaluation services are terminated when the qualified ~~vocational rehabilitation counselor~~VRC is able to make the determinations.

A customer will remain in extended evaluations only for the period of time required to determine if the customer can benefit from VR services in terms of an employment outcome but not to exceed eighteen (18) months. A review of the case shall be conducted as often as necessary but at least every ninety (90) days. Written documentation will be provided of determination.

SECTION 6.0 THE DETERMINATION OF SIGNIFICANCE OF DISABILITY

6.1 Policy

At the time a customer is determined eligible for VR services, a ~~VR counselor~~[VRC](#) will determine the significance of the disability and, based upon the determination, will assign the customer to a priority category. If the agency is not under an Order of Selection, the prioritization will be used (1) for planning purposes to ascertain services that can continue to be provided to all who are eligible and (2) to provide a structure for an easy transition to an Order of Selection if required. If the Agency is under an Order of Selection (see section 14), the priority categories are used to determine the order in which customers receive services.

6.2 Definitions

Priority Categories:

- A. No Significant Disability (NSD)
- B. Significant Disability (SD)
- C. Most Significant Disability (MSD)

No Significant Disability (NSD)

- a. Who has a physical or mental impairment;
- b. Whose impairment constitutes or results in a substantial impediment to employment; and
- c. Who can benefit in terms of an employment outcome from the provision of vocational rehabilitation services.

Significant Disability (SD)

- a. Meets the criteria for a customer with no significant-disability;
- b. Experiences a severe physical and/or mental impairment that seriously limits two or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and
- c. Requires multiple primary Individualized Plan for Employment (IPE) services over an extended period of time (at least 6 months).

Most Significant Disability (MSD)

- a. Meets the criteria established for a customer with a significant disability;
- b. Experiences a severe physical and/or mental impairment that seriously limits three or more functional categories (such as mobility, work skills, self-care, interpersonal skills, communication, self-direction or work tolerance) in terms of an employment outcome; and
- c. Requires multiple primary Individualized Plan for Employment (IPE) services over an extended period of time (at least 6 months).

Note: Customers who are beneficiaries of Social Security Disability Insurance (SSDI) or recipients of Supplemental Security Income (SSI) for disability reasons are automatically classified as either SD or MSD depending upon the extent of their functional loss category limitations.

Order of Selection (OOS): When VR services cannot be provided to all eligible customers because of financial or service capacity constraints, the Agency will enter an Order of Selection process that will assure that first priority is given to customers with the most significant disabilities. *Please review Section 14.0 for details regarding Order of Selection.*

6.3 Procedures

Determination of Significance of Disability

A ~~VR counselor~~VRC determines and adequately documents the level of severity of a customer's disability based on a review of the information gathered to determine eligibility. If additional information is necessary to make the determination, a ~~VR counselor~~VRC may obtain the information from the customer, customer's family, an outside professional and/or another public agency.

If adequate information is not available to describe or document current functioning, a ~~VR counselor~~VRC may purchase diagnostics from a qualified service provider.

A ~~VR counselor~~VRC reviews the data to determine:

- A. The number of functional capacity categories in terms of an employment outcome that are seriously impacted as a result of a disability;

AND

- B. Whether a customer is likely to need multiple primary IPE services to prepare for, obtain, or maintain a job;

AND

- C. The anticipated duration of IPE services are needed for an extended period of time (at least 6 months).

Identifying a Serious Loss of Functional Capacity

Functional capacity categories include: mobility, work tolerance, communication, self-care, interpersonal skills, self-direction, and work skills. To identify a loss of functional capacity, a ~~VR counselor~~VRC reviews and assesses data provided by the customer or customer's family, observed by the ~~VR counselor~~VRC, or reported by another qualified professional to determine whether:

A. A loss of functional capacity resulting from a disability is present;

AND

B. The loss of functional capacity represents an impediment to employment;

AND

C. The loss of functional capacity meets the definition of "serious loss of functional capacity."

A serious loss of functional capacity means a reduction in capacity of the customer to the degree that the person requires services or accommodations not typically provided to other customers in order to prepare for, secure, or maintain a job.

A specific disability diagnosis does not automatically infer a serious loss of functional capacity. Although certain functional losses are commonly associated with specific disability diagnoses, the presence and seriousness of the loss is unique for each person. Therefore, a ~~VR counselor~~VRC must complete a thorough evaluation of loss of functional capacity for each customer.

Non-disability factors such as age, sex, race, cultural, geographic location, poor public transportation, legal history, or lack of training should not be considered when determining loss of functional capacity. It is within the ~~VR counselor~~VRC's judgment to determine whether limitations are disability related or not.

Self-Reported or Observed Loss of Functional Capacity

A ~~VR counselor~~VRC may identify a loss of functional capacity based on a customer's self-report, reports from the family, school representative or others, or based on counselor observations.

For example, while interviewing an applicant who is hard of hearing, a ~~VR counselor~~VRC observes that the applicant is not able to effectively communicate verbally. Medical records clearly establish a hearing impairment, but do not address verbal limitations. Because a loss of functional capacity in verbal communication is consistent with and commonly associated with hearing loss, the ~~VR counselor~~VRC may determine, based on his or her observations, that a serious loss of functional capacity is present. To ensure the case service record explains and supports the determination, the ~~VR counselor~~VRC enters case narrative explaining that a loss in

the area of communication was observed, a summary of the observations, and how the loss of functional capacity affects the customer.

SD/MSD Checklist

Once the ~~VR counselor~~VRC determines a disability-related loss of functional capacity, the ~~VR counselor~~VRC considers whether the loss of functional capacity meets the definition of a “serious loss of functional capacity” contained in the SD/MSD Checklist loss of functional capacity definitions. If the loss of functional capacity meets the definitions of a “serious loss of functional capacity” the ~~VR counselor~~VRC checks the appropriate indicator on the Checklist.

The ~~VR counselor~~VRC completes the SD/MSD Checklist for each customer as soon as sufficient information is available, but no later than sixty (60) days from the date of application (unless an extension has been agreed upon).

SECTION 7.0 ASSESSMENT OF VOCATIONAL REHABILITATION NEEDS

7.1 Primary Source of Information

To the extent possible, the vocational goal, intermediate objectives, and the nature and scope of services to be included in the Individualized Plan ~~for~~ Employment (IPE) must be determined based on the data used for the assessment of eligibility and priority for services.

The Comprehensive Assessment to be completed prior to the development of the IPE will use, as a primary source of information, to the maximum extent possible, the following:

- A. Existing information
- B. Information provided by the customer and, where appropriate, by the family of the customer.
- C. The Assessment may also include new information acquired by IDVR including an in-house vocational evaluation; Community Based Work Evaluation (CBWE), aptitude tests, interest tests, job shadowing or any pertinent assessment required to identify the objectives, nature and scope of VR services that the customer may need in order to substantiate the choice of employment outcome.

7.2 Comprehensive Assessment of Rehabilitation Needs

A comprehensive assessment of rehabilitation needs is a process utilized to identify the customer’s strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice as it relates to any potential vocational goal. The assessment shall be conducted in the most integrated setting possible, consistent with the informed choice of the customer.

7.2.1 Assessment of the Customer’s Current Realities

The ~~VR counselor~~VRC and customer will evaluate the following relevant factors.

Work History:

The ~~VR counselor~~VRC is required to obtain a thorough work history of the customer at the time of the intake interview. The gathering of this information requires the identification of job titles, job duties/responsibilities, and length of time in each position, hiring/educational requirements, and the reasons for leaving. Some attempt should be made to assess the customer's satisfaction with the job, the employer, and co-workers.

Functional Limitations:

Functional limitations need to be clearly outlined before the customer begins the development of a vocational goal. The establishment of an appropriate vocational goal requires that both the ~~VR counselor~~VRC and customer are aware of and address the true barriers to employment including the customer's perception of their limitations. This involves addressing the following areas:

- A. Physical limitations (lifting, walking, carrying, driving, stooping, reaching, handling, and bending)
- B. Mental limitations (coping with stress, working with other people, working alone)
- C. Current work tolerance
- D. Acceptance of disability
- E. Cognitive functioning

Personal Social & Economic Factors:

It is important for the ~~VR counselor~~VRC and customer to gather, document, and understand personal social and economic considerations. These considerations include:

- A. Values (personal and work)
- B. Family
- C. Service or support agencies
- D. Legal
- E. Financial (current realities and future expectations)
- F. Substance Use
- G. Non-financial resources / supports available

It is critical to understand the personal, social and economic factors as it relates to the development of the employment goal and the IPE.

Aptitudes/Transferable Skills:

To determine an appropriate employment goal the ~~VR counselor~~VRC and customer must identify the aptitudes, skills, and ability that the customer possesses. The following skill areas are to be addressed:

A. Personal

- Self-management
- Self-care
- Personality characteristics

B. Functional skills – A person’s level of skill working with data, people, and things.

C. Specific work skills – competencies in specific work task areas.

Many tools exist to assist the customer and the ~~VR counselor~~VRC to identify aptitudes and transferable skills.

7.2.2 Identification of potential employment goal, rehabilitation needs, and IPE services

The ~~VR counselor~~VRC and customer will evaluate a potential employment goal and identify rehabilitation needs and services required to achieve that employment goal.

Vocational Assessment:

Vocational assessment is a comprehensive process involving the ~~VR counselor~~VRC and the customer that focuses on functional abilities and will incorporate medical, psychological, social, vocational, educational, cultural, economic data, and real or simulated work. This is done to identify the employment goal, its overall feasibility, and the VR services that are needed to achieve that goal. Examples of vocational assessment include:

- A. Formal Vocational Evaluation
- B. Community Based Assessment
- C. Guidance & Counseling – Facilitated Self-Discovery
- D. Labor Market Research
- E. Assistive Technology Review

7.3 IPE Development:

Through the comprehensive assessment the customer has made an informed choice of his/her vocational goal. For the vocational goal to be implemented, the ~~VR counselor~~VRC must concur that the vocational goal is feasible. The ~~VR counselor~~VRC will then assist in identifying the IPE services needed to remove barriers to employment. The ~~VR counselor~~VRC is required to address all previously identified disability related barriers to employment. These services include but are not limited to:

- A. Counseling and Guidance
- B. Training
- C. Medical and mental restoration

- D. Disability adjustment training
- E. Information and referral services
- F. Interpreter services
- G. Job placement assistance
- H. Job readiness training
- I. Job search assistance
- J. Maintenance
- K. On-the-job supports
- L. On-the-job training
- M. Other services
- N. Personal attendant services
- O. Reader services
- P. Rehabilitation technology
- Q. Technical assistance services
- R. Transportation services

Vocational rehabilitation services are any services described in an IPE necessary to assist a customer with a disability in preparing for, securing, retaining, or regaining an employment outcome that is consistent with the strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice of the customer.

The following are essential components that need to be addressed and documented as part of the comprehensive assessment:

- Compatibility of Disability with Employment
- Skills, Interests, Aptitudes, and Abilities
- Market Analysis
- Economic Expectations and Potential for Career Growth
- Vocational Strengths and Capacities
- Customer Financial Issues
- Informed Customer Choice
- Social Support
- Training and Academic Test Results
- Rehabilitation Technology needs
- Legal barriers and industry specific requirement (criminal issues, drug and alcohol screenings, tobacco use, etc.)

7.4 Medical Consultation Policy

Medical consultants are retained by IDVR. Medical consultants can be used to review a customer's diagnostic information to determine; 1) if it is complete or if updated and/or additional medical reports are necessary; 2) to train the counselor about medical conditions; and 3) to assist in case management direction.

Examples of times to use a medical consultant are:

- A. Eligibility determination
- B. Plan development

- C. Prior to medical restoration services
- D. Whenever a VR staff member has a question about a customer's treatment, medications, or condition including such issues as the natural course of the disease or treatment options.

When presenting a case file to the medical consultant, be prepared to:

- 1. Present specific questions to the medical consultant; and
- 2. Speak knowledgeably about the customer.

Some examples of things a VR staff member may consider prior to medical consultation:

- A. File medical information in chronological order with most recent on top
- B. Highlight or tab important information
- C. Eliminate duplicate data
- D. List questions for the medical consultant

SECTION 8.0 PARTICIPATION OF CUSTOMERS IN COST OF SERVICES *BASED ON FINANCIAL **NEED***^[TP6]

In order to further IDVR's mission to help customers move towards independence and self-sufficiency, IDVR encourages customers to be personally invested in and contribute financially towards the cost of their VR plan, when possible. The extent of the customer's financial participation in the cost of Vocational Rehabilitation services is based on their income and other factors. Regardless of the amount that is going to be contributed by the customer, the Financial Participation Assessment of the customer's financial participation is an effective tool for identifying customer resources as they relate to VR planning and implementation, regardless of the amount contributed by the customer.

Reminder: Financial need and/or participation status are not a factor in the eligibility determination.

Financial Participation

When financial participation is assessed using IDVR's Financial Participation Assessment (FPA) Form:

- 1. After eligibility, during plan development, while exploring comparable benefits, AND Using the Financial Participation Assessment (FPA) form.
- 2. Every twelve (12) months or sooner if financial circumstances change significantly, whichever occurs sooner.

Financial Participation Assessment Guidelines

Services Exempt from Financial Participation:

A Financial Participation Assessment will be applied as a condition for providing furnishing all vocational rehabilitation services, EXCEPT for the following: (34 CFR 361.54(b) (3))

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1. Assessment ~~Purchased services~~ for determining eligibility and vocational rehabilitation needs.
Note: Assessment services for determining eligibility and vocational rehabilitation needs, which are not diagnostic in nature and are provided in the trial work period (i.e., transportation), are subject to financial participation.
2. Vocational rehabilitation counseling and guidance and referral services;
3. Any auxiliary aid or services (e.g., interpreter services or reader services) that an individual with a disability requires in order for the individual to participate in the vocational rehabilitation program. Auxiliary aids and services do not include personally prescribed devices such as eye glasses, hearing aids, or wheelchairs;
4. Personal ~~a~~Assistance ~~s~~Services;
5. Job related services, including job search and placement assistance, job retention services, follow-up services, and follow-along services, i.e., Community Based Work Adjustment, Job Site Development (CBWAJSD), Community Based Work Adjustment (CBWA), Placement and Follow Along Job Site Development (P&FJSD), and Placement and Follow Along (P&F).

~~Customer Financial Participation for IPE Services~~ Upon completion of the FPA and the determination of services to be included on the IPE the counselor and customer will identify the specific IPE services that will be paid for by each party.

~~The FPA will be used to identify financial responsibility for IPE services.~~

It should be emphasized to the customer and vendor that, IDVR will not be responsible for the customer's debts, under any circumstances. If the customer's debts to a vendor inhibit the provision of services necessary to achieve the employment goal, IDVR will work with the customer to explore options for the continuation of services.

~~IDVR cannot, under any circumstances, pay for a customer's previous financial obligations or debts.~~

~~Financial Participation Assessment (FPA) Form~~

~~The VRC and customer will complete the FPA form in eligible status and identify the customer's financial participation responsibilities.~~

~~Estimate the cost for rehabilitation services each twelve (12) month period of the IPE. Calculate the amounts of participation to be provided by both the customer and IDVR for each twelve (12) month time period covered by the FPA.~~

~~Directions for Completion:~~

Exemption from ~~R~~required ~~P~~participation

Customers who receive SS ~~IDI~~ and/or SS ~~DI~~ are exempt from not required to make a financial contribution ~~toward the cost of services~~. However, to ensure a customer qualifies for this

exemption, written proof of SSDI or SSDI ~~qualification determination~~ must be received. ~~This information will be used in completing the FPA form exemption status for SSDI and/or SSI recipients. It should be noted that customers who receiving Social Security benefits from under retirement, spouse of retired worker, child of a retired worker, child of deceased worker, widow, parent of deceased worker, spouse of disabled worker, or child of a disabled worker would not be eligible for this exemption. The VR Counselor must complete the top portion of the FPA certifying that the customer is exempt from any required financial participation. The VR Counselor will also make a note in the IPE and subsequent plan amendments that may be developed, in the appropriate section, outlining the customer's exemption.~~

Factors for Determining Customer Financial Participation

Several factors are considered to determine a customer's level of financial participation, including the customer's and/or spouse's income, estimated annual plan costs, exclusions such as impairment related work expenses, and available financial resources which exceed the Department of Health and Human Services (HHS) Federal Poverty Guidelines.

The following steps are taken to identify the level of participation:

The applicable income is subject to two calculations. The first calculation will determine the required participation by comparing income category and expected plan costs.

The second calculation identifies an annual maximum percentage of the applicable income that the customer will be required to contribute toward their plan costs and will not exceed 25% of the applicable income.

The lower amount of the two calculations above will determine the customer's expected annual contribution. All service costs anticipated or purchased during the twelve (12) month period covered by the FPA are to be considered in aggregate rather than individually calculated.

1. Income Data:

~~Customers (and spouse's if married) sources of income verification may include:~~

- ~~• Most recent year IRS tax filings,~~
 - ~~• Employment Security Wage or Unemployment Benefit Reports,~~
 - ~~• Employer generated pay stubs,~~
 - ~~• Retirement program documents, or~~
 - ~~• Documentation from public or private income support programs.~~
- ~~(TANF and food stamps are examples that are not considered income)~~

Modification

~~The customer or their representative may request modification to the FPA, as needed to adjust for changes in income or other circumstances (e.g., disability related costs and number of family members). If modification is requested, the customer, parent or guardian must provide income verification from the sources listed above.~~

Exceptional Cases In exceptional cases, circumstances may occur where rigid adherence to the Financial Participation Policy ~~and Procedures~~ could seriously jeopardize the customer's opportunity to achieve rehabilitation objectives and an employment outcome. In such cases, ~~the VRC may elect to seek an exception~~ to the policy may be considered by ~~reviewing the case with~~

the ~~Regional Manager RM~~ and who will then seek an exception approval by the ~~Chief of Field Services~~, or designee who will render a decision within ten (10) business days.
~~Total Income Excluded:~~

~~This figure is the Income Exclusion Allowance (300% of the Federal Poverty Level) plus exclusion of disability related expenses, per the Code of Federal Regulations—Title 34: Education: 361.54(2)(iv)(B).~~

~~For the purposes of this policy, the Social Security Administration's use of impairment-related work expenses will serve as a guideline to disability related expenses. A disability related work expense is an expense for an item or service, which is directly related to enabling an impaired customer to work, and which is necessarily incurred by that customer because of a physical or mental impairment. To qualify as a disability related work expense, the expense must be paid by the customer. Expenses paid by sources such as health insurance, vocational rehabilitation and the employer are not considered a disability related work expense for the customer with the impairment.~~

~~Examples include, but are not limited to:~~

- ~~• The cost of attendant care services rendered in the work setting or in assisting the customer in making the trip to and from work is considered an IRWE, however attendant care rendered on non-work days or those performed at any time which involve shopping or general homemaking are not considered a disability related work expense. Additionally, attendant services performed for other family members such as babysitting, are not considered a disability related work expense).~~
- ~~• Durable medical equipment which can withstand repeated use, is used to serve a medical purpose, and is generally not useful to a person in the absence of an illness or injury, such as wheelchairs, hemodialysis equipment, respirators, pacemakers, traction equipment.~~
- ~~• The cost of the modification of vehicle (but not the cost of the vehicle) in order to drive or be driven to work, where the modification is critical to the vehicle's operation or its accommodation of the customer. The modification must be directly related to the impairment (without the modification the customer would either be unable to drive or would be unable to ride in the vehicle).~~
- ~~• Expenses paid by a person with blindness in owning a guide dog including the costs of purchasing a dog, food, licenses and veterinary services.~~
- ~~• Prosthetic devices that replace internal body organs or external body parts (a prosthetic device primarily for cosmetic purposes usually is not considered a disability related work expense).~~
- ~~• The cost of drugs and medical services necessary to control the disabling condition, thereby enabling the customer to work (drugs and medical services used for minor physical or mental problems not resulting in any significant loss of function such as, yearly routine physical examinations, dental examinations and optician services and eyeglasses, when unrelated to a disabling visual impairment, are not considered a disability related work expense).~~
- ~~• Work equipment and assistants that are required to accommodate the impairment and perform the job such as, a one-handed typewriter, telecommunications device and a job coach paid for by the customer.~~

~~Applicable Income:~~

~~This section enables IDVR to specify the extent of the expected customer cost responsibility toward the cost of services during the upcoming twelve (12) month period of expected plan expenditures. The Income Exclusion Allowance is adjusted annually and is set at 300% of Federal HHS Poverty Guidelines.~~

~~Determination of Required Participation:~~

~~The Customer Participation Table (Table A) is formulated to assess that portion of Applicable Income, which is considered to be available to meet the cost of services. The customer is expected to contribute toward the service cost(s) at the specified percentage of participation level. The amount of financial participation will not exceed the Annual Maximum percentage of the customer's Applicable Income. All services cost anticipated or purchased during the twelve (12) month period covered by the DPA are to be considered in aggregate rather than individually calculated.~~

TABLE A—CUSTOMER PARTICIPATION TABLE

| <u>Yearly Cost of Plan</u> | <u>% of Participation</u> |
|----------------------------|---------------------------|
| \$2,000 and Under | 50% |
| Over \$2,000 | 75% |

~~Certification:~~

~~The customer, parents or legal guardian completing the [Financial Participation Assessment Form](#) will be required ~~to~~ asked to provide ~~verify~~, by signature, that the information provided is correct. The customer, parents or legal guardian should be advised that he/she will be asked to financial ~~documentation~~ the financial information provided for verification ~~from external sources, such as the most recent year IRS tax filings, Employment Security Wage or Unemployment Benefit Reports, employer generated pay stubs, retirement program documents, or documentation from public or private economic support programs. The form will then be signed by the VR counselor.~~~~

~~Applying the Financial Participation Assessment Information to Making Purchases:~~

~~If the customer has a financial participation requirement, it will be applied to purchases prior to assessing any caps from the Agency Payment Policy purchasing section (Section 12.20).~~

SECTION 9.0 PURCHASE OF SERVICES AND SUPPLIES FOR PARTICIPANT USE IN THE VOCATIONAL REHABILITATION PROGRAM

All purchases must follow fFederal, sState, and IDVR purchasing guidelines.

Purchases require written authorization (Authorization for Purchase (AFP))~~purchase order~~, prior to initiation of the service or the purchase of any equipment.

The responsibility for authorizing services and approving payment of those services must be assigned to separate employees.

Purchases will be made consistent with the prevention of discrimination due to race, religion, color, national origin, sex, age, and disability.

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The Rehabilitation Act of 1973, as amended, and its implementing regulations mandate procedures in the provision of services and methods of procurement. Customers with a disability served through the vocational rehabilitation program must be actively involved in choosing the vocational rehabilitation services they receive and the entities providing those services.

Consistent with procurement guidelines, a ~~VR counselor~~VRC cannot obligate ~~Idaho Division of Vocational Rehabilitation~~(IDVR) to services that exceed his/her procurement authority. An Individual~~ized~~ized Plan for Employment (IPE) that will include a service generating an ~~Authorization for Case Service~~(AFPCS) over \$5,000 will require the ~~Regional Manager~~RM's written approval of the IPE prior to the plan being approved. The ~~VR counselor~~VRC will inform the customer that the plan is pending approval during this process. An ~~A-AFPCS purchase~~A-AFPCS cannot be fragmented into multiple ~~AFPCS~~AFPCS's as a way to circumvent this approval.

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All purchases in excess of \$5,000 shall be reviewed and recommended by the ~~Regional Manager~~RM.

NOTE: *Case service expenditures require written authorization prior to the initiation of the service or the purchase of any equipment. ~~Oral~~Verbal authorizations are permitted in emergency situations by the ~~Regional Manager~~RM or designee, but must be confirmed promptly in writing and forwarded to the provider. These authorizations are to be issued within three (3) business days of the beginning of the service.*

The following principles shall guide customer purchases:

- A. The IPE is the primary document that determines the scope, duration and provider of services. The customer with a disability must agree to the terms and conditions of the IPE prior to services being provided.
- B. ~~VR counselor~~VRCs are required to determine the rehabilitation needs of the customer first, and then determine the provider and the procurement method. Costs, availability, success, experience providing the service, and customer research, are characteristics that guide the choice of the provider.
- C. The method of procurement is also determined in partnership with the customer. The Agency prefers that a state ~~Authorization for Case Services (AFCS)~~AFPCS be provided to the selected vendor, with an invoice from the vendor documenting the service provision. Other methods are available, given the informed choice of the customer, including reimbursement.
- D. The provision of services must be consistent with the unique strengths, resources, priorities, concerns, abilities, capabilities, and informed choice of the customer.
- E. All purchased services that are evaluative and restorative shall be authorized prior to the provision of services. The Agency will ~~reimburse~~pay providers of medical services (both medical and psychological) based upon usual and customary fees for their area of specialization or based upon payment caps that have been imposed for specific services (Review Payment Policy – Section 12.2). Providers will be ~~reimbursed~~paid at this rate independent of the customer attending the scheduled appointment.
- F. Staff will ensure fair and equitable treatment of all persons doing business with the Division.
- G. Purchases will be made consistent with the elimination and prevention of discrimination due to race, religion, color, national origin, sex, age, and disability.
- H. The responsibility for authorizing services and approving payment of these services must be assigned to separate employees.
- I. The customer's record of service~~of the customer~~ shall contain necessary evidence and documentation of adherence to these principles.

- J. ~~Regional manager~~RMs are the Division's field service procurement liaisons and are responsible to ensure that staff have necessary training.

SECTION 10.0 INDIVIDUALIZED PLAN FOR EMPLOYMENT (IPE)

10.1 Options for Developing the IPE

The eligible customer or, as appropriate, the customer's representative may develop all or part of the IPE:

- A. Without the assistance from ~~Idaho Division of Vocational Rehabilitation~~ (IDVR) or any other entity
- OR
- B. With assistance from:
- a. A qualified ~~vocational rehabilitation counselor~~VRC employed by IDVR.
 - b. A qualified ~~vocational rehabilitation counselor~~VRC who is not employed by IDVR.
 - c. Other resources.

IDVR will not pay for IPE development services from other providers. IPE development must be completed on IDVR forms.

The IPE must be agreed to and signed by the customer or, as appropriate, the customer's representative, the ~~VR counselor~~VRC, and, when required, the ~~IDVR Regional Manager~~RM or designee. An IPE is considered approved and services initiated only after all required signatures have been obtained.

A comprehensive assessment must be completed in developing the IPE as described in section 7.2.

Customers must receive the supports that will assist them in making informed choices.

Customers shall promptly receive a copy of their initial IPE and any subsequent IPEs. Copies shall be provided in the native language of the customer or through appropriate modes of communication if appropriate.

The record of services must support the selection of the specific employment outcome, the objectives of the IPE and the selection of providers of services. All goods and services, except assessment services, may only be provided in accordance with IPE.

An IPE can support one of the five following employment outcomes:

1. Competitive employment in the integrated labor market.
2. Self-employment
3. ~~Homemaker~~^[TP7]
4. ~~Unpaid family worker~~
5. ~~3~~ Integrated employment with supports

IDVR must:

1. Reinforce the ultimate purpose of the IPE: To assist the customer to prepare for, secure, retain, or regain employment.
2. Insure that the customer fully understands that she/he must participate as an active and cooperative partner in the identification and selection, through informed choice, of a vocational goal, having a reasonable expectation for marketable success.
3. Insure that the customer fully commits to participate in the implementation and completion of the IPE.

10.2 Developing the Vocational Goal:

In selecting a vocational goal, it is important that the customer is actively involved in all phases of this development. Much research has been done to substantiate that the successful outcome of vocational rehabilitation increases when the customer is involved in every phase of the vocational planning. Vocational planning is built around vocational exploration, understanding the customer's medical and work history, his/her perception of disability, social habits, functional limitations, inherent aptitudes and transferable skills, vocational exploration through vocational evaluation, training options, and labor market research. The customer will explore the relationship of vocational objectives around his or her personal capabilities, interest, and situations and then attempt to understand the way these different factors impact and influence vocational potential. This information then helps the customer to develop the steps to a solid rehabilitation plan and provides tools for the customer to assess his/her current state of mind and to encourage positive self-initiated resolutions.

10.3 Ticket to Work

When a customer has a Ticket to Work through SSA and an approved VR IPE, their ticket is automatically assigned to IDVR, unless the ticket is already assigned to another employment network (EN). If the customer has a ticket assigned to another EN prior to IDVR involvement, the customer will be requested to reassign the ticket to IDVR. If the customer does not reassign their ticket, IDVR will need a copy of the work plan from the EN that the ticket was assigned to, to ensure that no service overlap occurs. It is the customer's responsibility to provide the ticket work plan.

An Agency verification program has been implemented that informs Maximus of all SSA recipients who have been placed into an initial IPE. If a recipient has been assigned a ticket by SSA, Maximus will designate the ticket as "in usage" at the time of notification by the Agency.

| The ~~VR counselor~~[VRC](#) should always inform the SSA recipient that the choice to participate in an active IPE program will restrict any option to assign the ticket to other employment networks (ENs) while participating in the VR program.

| At closure, the ~~VR counselor~~[VRC](#) is not required to contact Maximus. An Agency verification program has been designed to inform Maximus of case closure. This notification will re-activate the ticket for further engagement if desired by the customer.

At successful closure, it is highly recommended that a ~~VR counselor~~[VRC](#) provide a list of ENs who is capable of initiating follow-along services such as “Phase 2” and or “Monthly Outcome Payment” services. By referring the customer who is earning at Substantial Gainful Activity (SGA) level at closure to an EN, the probability of agency reimbursement at the completion of nine months of employment will be increased significantly.

10.4 The IPE must include the following:

- A. Using the information from the Comprehensive Assessment (Section 7.2) the ~~VR counselor~~[VRC](#) and customer must determine a specific employment outcome consistent with the customer’s unique strengths, resources, priorities, concerns, abilities, capabilities, career interests, and informed choice. In concert with the customer, the ~~VR counselor~~[VRC](#) must conduct a thorough market analysis to include job outlook and the customer’s economic expectations and needs. Planned services on the IPE should only entail those required to achieve the vocational goal.
- B. The specific rehabilitation services needed to achieve the employment outcome, along with the projected dates for initiation and anticipated duration of each service, including:
 - a. As appropriate, assistive technology devices, assistive technology services and personal assistance services including training in the management of those services;
 - b. As provided in the most integrated setting that is appropriate for the services and is consistent with the informed choice of the eligible customer;
 - c. Timelines for the achievement of the employment outcome and for the initiation of services;
 - d. A description of the entity or entities chosen by the eligible customer or, as appropriate, the customer’s representative that will provide the vocational rehabilitation services and the methods to procure those services;
 - e. A description of the criteria (“Plan Documentation”) that will be used to evaluate progress toward achievement of the employment outcome;
 - f. The terms and conditions of the IPE, will include information describing the responsibilities of IDVR and the customer to achieve the employment outcome;
 - g. The extent of the customer’s participation in paying for the costs of services;
 - h. The customer is required to apply for and secure comparable services and benefits when available. The responsibilities of other comparable service and benefit entities will be listed on the IPE;
 - i. As necessary, the expected need for post-employment services prior to the point of successful closure (Review Post-Employment – Section 12.14).

- j. A description of the terms, conditions, and duration of the provision of post-employment services;
- k. If appropriate, a statement of how post-employment services will be provided or arranged through other entities as the result of arrangements made pursuant to comparable services or benefits;
- l. Supported Employment – for customers with the most severe disabilities for whom a vocational objective of supported employment has been determined appropriate, the following must be addressed:
 - A description of time-limited services to be provided by IDVR not to exceed eighteen (18) months in duration, unless under special circumstances, the eligible customer and the ~~VR counselor~~VRC jointly agree to extend the time to achieve the employment outcome;
 - A description of an identified source of funding for the extended services needed (long-term support). If it is not possible to identify the source of such funding, a statement that there is a reasonable expectation that extended services will be available. *Extended services are provided by a State agency, a private non-profit organization, employer, or other appropriate resource, from funds other than IDVR.*
- m. In developing an IPE for a transition student with a disability, the IPE shall be prepared in coordination with the appropriate educational agency and will consider the student's Individual Education Plan (IEP) if one exists;
- n. Completion of the IPE for all School-Work transition customers, *before they exit the school system.*

NOTE: *Because of the capability of the Case Management tool, with the ability to clone plans, write new plans, edit features and delete completed services, there will be only **one active plan**, which is the current plan with all current services reflected on it. When the current plan is signed and approved by the customer and approving authority (counselor or supervisor) all previous plans will become void.*

10.4.1 Implementation of the IPE

The ~~VR counselor~~VRC should ensure that the IPE is developed and implemented in a timely manner, within ~~90 days~~~~four (4) months~~ of the eligibility decision. *An exception may be made and must be documented^[TP8] in case note on or before the plan due date if this timeframe will be exceeded due to the needs of the customer.* Documentation should include customer readiness to implement the IPE (i.e. legal, family, medical, transportation, and housing issues) and the anticipated time frame for resolution of factors delaying IPE implementation.

10.5 Annual Review

The IPE must be reviewed annually by a qualified ~~VR counselor~~[VRC](#) and the customer to assess the eligible customer's progress in achieving the identified employment outcome. An approved plan amendment would replace an annual review.

10.6 IPE Electronic Case Management Functions

New Plan: The "New Plan" option is utilized when completing an initial plan or when the overall nature of the IPE is changed. This would occur when a new vocational goal is chosen and there are major changes in the planned services. Any time a new vocational goal is chosen, a new comprehensive assessment case note must be completed that supports the new vocational goal. Remember: with the development of a new plan, the ~~VR counselor~~[VRC](#) and customer will need to include all needed services and complete the pertinent comparable benefit documentation outlined in Section 11.0.

Clone: The clone feature is to be used when the basic nature of the plan is going to remain the same. This feature brings forward a full copy of the previous IPE and allows the ~~VR counselor~~[VRC](#) and customer to add new services. New services will be given new service numbers when they are added to the clone. It is important to add new services before deleting previous services from the plan that have been completed or expired. This keeps service number 1-2-3... in numerical order and allows for subsequent services to be numbered appropriately. Justification for the new services must be documented in the comments section of the Plan sub-page. *If the goal is changed without the need to modify services, the IPE can be cloned.* Change the goal and update the comprehensive assessment in a case note to justify vocational change. When adding new or expanded services to a clone, *always update the justification in the "documentation" box.* It is not necessary to clone the plan each time the price of a service outlined on a plan increases. This can be accommodated through the authorization showing the increased costs.

Edit: There are limited circumstances when editing an IPE is allowed. When editing an IPE, a ~~VR counselor~~[VRC](#), who meets CSPD standards, must document in a case note the customer's agreement with the edit of the IPE. The only two situations where an IPE can be edited are:

1. Changing the provider of a service

Generic services can be edited on an IPE, with customer agreement, without a customer's signature, prior to the initiation to that service. Non-generic services cannot be edited. No service may be added to the IPE through the edit process.

- a. Generic services – Tutoring, computer equipment / software, auto repairs, books, transportation, community rehabilitation services, child care, clothing, academic testing, dental work, dialysis, driver's training, eye glasses, functional capacity evaluation, GED, hearing aids, information referral services, insurance, kidney related services, lab work, licensure, maintenance, medication, vocational adjustment, tools and equipment, supplies, and x-rays.
- b. Non-generic services – Medical examination, diagnostic examinations, case management, post-secondary education, medical records, counseling and

guidance, treatment, evaluation, hospitalization, interpreter services, education and evaluation, therapy, OJT, other services, personal assistant services, psychological consultation, prosthetics / orthotics, rehabilitation technology, rehab engineering, self-employment technical assistance, surgery, transition planning, and vocational evaluation.

2. Changing the cost of a service

The cost of services on the IPE can be edited if the cost increase is 10% or less for that particular service.

Plan Approval Authority:

~~VR counselor~~VRCs who do not meet CSPD will continue to require ~~Regional Managers (RM)~~ approval for all plans. RMs ~~may~~at, at their discretion, delegate this function to an Assistant Regional Manager (ARM) or other senior counselors at a level 2 or 3.

Annual Review: Upon completion of annual review with customer, the ~~VR counselor~~VRC must complete annual review function in Case Management System.

SECTION 11.0 COMPARABLE SERVICES AND BENEFITS

11.1 Comparable Services and Benefits

Each eligible customer will be required to identify, with the ~~VR counselor~~VRC, all potential comparable benefits that may be available during the development of the Individualized Plan ~~of~~for Employment (IPE). If comparable benefits ~~and services~~ are available for VR services, including accommodations, personally prescribed devices (hearing aids, eyeglasses, or wheelchairs) and auxiliary aids and services (interpreter and reader services), they are required to be utilized, to meet, in whole or in part, the cost of vocational rehabilitation services. Comparable benefits and services should be utilized before ~~Idaho Division of Vocational Rehabilitation (IDVR)~~ agency funds are expended.

Provision of Services:

1. If comparable services or benefits exist under any other program and are available to the customer at the time needed to ensure the progress of the customer toward achieving the employment outcome in the customer's IPE, the designated State unit must use those comparable services or benefits to meet, in whole or part, the costs of the vocational rehabilitation services.
2. If comparable services or benefits exist under any other program, but are not available to the customer at the time needed to ensure the progress of the customer toward achieving the employment outcome in the customer's IPE, the designated State unit must provide vocational rehabilitation services until those comparable services and benefits become available.

The utilization of comparable services and benefits does not apply in the following situations:

- A. If the determination of the availability would delay the provision of vocational rehabilitation to any customer who is at extreme medical risk. A determination of extreme medical risk shall be based upon medical documentation provided by an appropriate licensed medical professional and means a risk of substantially increasing functional impairment or risk of death if medical services are not provided expeditiously. It is strongly recommended that such cases receive medical consultation review whenever possible.
- B. If an immediate job placement would be lost due to a delay in the provision of comparable benefits.

11.2 Exempt Services

The following categories of service are exempt to the requirement that comparable services and benefits be utilized:

- A. Medical, psychological or other examination to determine eligibility.
- B. IDVR counseling, guidance, information and referral, and IDVR job related services including: job search and placement assistance, job retention services, follow-up services, and follow along services.
- C. Evaluation of vocational rehabilitation potential.
- D. Rehabilitation technology, including telecommunications, sensory, and other technological aids and devices. [Exemption of rehabilitation technology services does not extend to auxiliary aids or services or personally prescribed devices, such as eye glasses, hearing aids, or wheelchairs.](#)
- E. Post-employment services that are outlined through A-D.

11.3 Timeliness of Comparable Benefits

If a comparable benefit exists, but is not available to the customer at the time needed to satisfy the rehabilitation objectives on the IPE due to no delay on the part of the eligible participant in seeking such benefits, IDVR may provide services until the comparable benefits become available.

SECTION 12.0 VOCATIONAL REHABILITATION SERVICES

12.1 Timeliness

The ~~VR Counselor~~[VR-C](#) and customer require adequate time to accomplish all steps in the VR process to reach a determination and approval of an agreed upon feasible employment goal. VR services, other than assessment services, are initiated when the steps to this process have been

completed and a plan is in place. Sufficient time must be allowed for the completion of a comprehensive assessment prior to implementation of IPE services.

Post-Secondary Training (PST) and other IPE services are VR services that are provided when it is required for a VR customer to become a competitive applicant for an approved IPE goal. If an applicant for VR services expresses an interest in a vocational goal that requires Post-Secondary Training and the VR applicant is either already enrolled or desires to start a PST program within six (6) months of application, IDVR reserves the right to assert that six (6) months or less may not be adequate to complete the process described above.

12.2 Agency Payment Policy

NOTE: Many of the services listed below include *maximum agency contributions*. This section outlines in detail the payment policy of ~~Idaho Division of Vocational Rehabilitation (IDVR)~~ in regard to specific services. It is the policy of IDVR to pay usual, customary and reasonable charges for services provided to its customers by providers ~~of goods and services~~ except for the following list. An ~~“Exception Policy”~~ to the payment policy is included at the end of this ~~subsection~~, explaining that the payment caps established may, on occasion be exceeded. It is important to emphasize that IDVR is not obligated to pay the total cost of services required to ensure that a customer achieves an employment outcome. When appropriate, customers are required to utilize Comparable Benefits and Services (Section 11.0). Personal participation in the payment of some portion of the costs of a vocational plan may be required based upon the particular service selected as well as the identification of personal resources that could be applied toward the cost of the targeted service.

Social Security Beneficiaries (SSI or SSDI):

Social Security disability benefits recipients are not required to participate financially towards any costs.

Applying the Financial Participation Assessment Information to Making Purchases:

If the customer has a financial participation requirement (Section 8.0), it will be applied to purchases prior to assessing any caps from the purchasing section.

Rates of Payment:

~~These f~~ees are established in accordance with ~~F~~federal guidelines that permit an agency to establish fee limits for services designed to ensure a reasonable cost to the program for each service. Whenever appropriate, a competitive process will be used to achieve a reasonable price. Idaho is a low bid State; therefore, the lowest bid, meeting specifications, will ~~then~~ be the maximum amount IDVR will contribute to the purchase of goods or services. The Payment Policy will determine the maximum that IDVR will contribute to the purchase. For items not included in the payment policy, the usual, customary and reasonable rate will be used for the service, not to exceed the rate charged other public agencies. The services that will meet the customer's need, at the least cost to IDVR, shall be the service purchased. All decisions on cases, including fee for services, are determined on an individual case basis. The customer may choose his or her preferred vendor, ~~howeverbut~~ if the ~~cost of the services~~ ~~client chooses a product or vendor that~~ exceeds the maximum ~~rate of~~ payment rate established by the Payment Policy, the customer will be responsible for the excess amount.

IDVR Payment Rates:

1. **Post-Secondary Training:** IDVR provides financial assistance for ~~Post-Secondary~~Post-Secondary Training. Listed below are maximum assistance allowances to apply toward all training and educational programs including college, university, vocational-technical, truck driving, cosmetology, business school, computer training, commercial pilot training, etc.

The established percentage support applies to ALL tuition and fees including any associated health insurance fees.

- a. **Pell Grant/-Financial Aid:** Any customer planning on attending an institution that is eligible for Pell Grant funding must complete the Free Application for Federal Student Aid (FASFA) application and receive an award or denial letter prior to any IDVR financial participation. All PELL grant proceeds must be applied first toward tuition and book expenses before IDVR assistance is provided.

Any non-merit grants or scholarships must also be applied to tuition, fees and books before IDVR assistance is applied.

A merit scholarship, based on academic standing or achievement, can be utilized at the student's discretion.

Student loans, including Federal student loans, can be utilized at the student's discretion.

In situations where a comparable and accessible Pell Grant and non-Pell Grant supported programs co-exist, IDVR requires utilization of the Pell Grant supported program.

An exception for IDVR financial support to a non-Pell Grant supported program (when a comparable Pell Grant supported program exists) can be granted after review and approval by the Regional Manager~~RM~~ if the student can show extenuating circumstances and/or other very strong rationale for attending the non-Pell Grant supported program.

- b. **Tuition:** IDVR will pay up to 90% of the total tuition and fees of any Idaho Public Post-Secondary Institution.

For customers choosing out of the state or private institutions IDVR will pay up to 90% of the tuition and fees up to 90% of the highest Idaho Public Post-Secondary Institution offering the same program.

- c. Non-Idaho Public Education and Training Institutions~~Out-Of-State Education and Training~~: Public ~~or~~and private ~~post-secondary~~post-secondary

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institutions including colleges, universities, vocational technical schools, and other educational and training institutions ~~outside the State of Idaho~~ (see 12.5).

Normally, IDVR financial participation will be limited to equivalent rates established for in state education and training with the following exceptions;

- i. If a customer's vocational goal requires an educational degree that is not available at a ~~S~~state of Idaho public institution, IDVR will pay a maximum of ~~of [TP9]~~ 12.5 times the rate of ~~atwo single~~ semester's tuition of the University of Idaho.
 - ii. If the course of study is offered in-state, because of the additional costs caused by accommodations for disability, it would be more cost effective for the Agency to support the attendance of the customer at an out-of-state educational institution~~one~~; ~~then~~ VR may pay the training rates established for out-of-state programs.
- d. Summer Sessions:** Summer sessions are generally considered optional for academic programs. Therefore additional funding is typically not allotted for summer sessions.

Payment for a summer session will be considered with approval from the ~~Regional Manager~~RM. Maximum assistance rates will be established according to the length of the term, i.e. semester, trimester, quarter. Approval or denial for summer school assistance will be considered if it meets any of the following conditions;

- i. IDVR may pay for summer session if it is a required part of a program.
- ii. IDVR may pay for summer session in exceptional cases where a disability-related reasonable accommodation is verified.
- iii. IDVR may pay for an additional summer session if by attending the session the customer will be able to complete the college or university degree program by the end of that session.
- iv. IDVR may pay for a summer session if by attending the session the customer will be able to complete the college or university degree program within the timelines identified on the IPE.

2. Books:

Where available and feasible, customers are required to use rental text books or e-books. All rented books need to be returned – customer will be billed when books are not returned.

If unavailable for rent or e-book format, some text books may need to be purchased. The expectation is that used books will be purchased when available. All books purchased by

IDVR must be returned to IDVR unless negotiated previously with ~~VR counselor~~ [VRC](#) (where the book may be used for additional classes, reference, or for disability reasons).

IDVR will pay a maximum of 90% of the text books. If non-merit grant funds are remaining after paying tuition and fees they must be applied to books.

- 3. Medical Insurance for students in post-secondary education:** IDVR may pay for medical insurance for students while attending an institution that requires medical insurance. If the student has medical insurance or can obtain medical insurance ~~at no extra cost~~ that meets the institutions requirement, IDVR will not pay for medical insurance.

Note to staff: this must be issued as a separate authorization and classified as insurance.

4. Medical exams with written report:

- a. General Physical exam - \$65 maximum
- b. Specialist exam by M.D. - \$350 maximum, plus actual cost of related procedures (e.g. x-rays).

- 5. Psychiatric Evaluations:** \$250 maximum for the evaluation plus one medication monitoring sessions that is considered a diagnostic.

- 6. Psychological Exam by Licensed Psychologist:** \$200 maximum plus actual cost of psychometric tests.

- 7. Ophthalmologist:** The specialist fee (\$350) for an ophthalmologist will be authorized when diseases of the eye are present and cannot be dealt with by an Optometrist.

- 8. Optometrist:** Maximum fees are established for general visual exam, accompanying test, frames and glasses. Tinted glasses require a prescription for IDVR payment.

Procedure Fees:

Visual Exam \$85

Frames w/ Single Vision Lenses (per pair) \$165

Frames w/ Bifocal Lenses (per pair) \$185

Frames w/ Trifocal Lenses (per pair) \$210

Contact Lenses – Contact lenses cannot be purchased for clients unless there is documentation by an Ophthalmologist or Optometrist that there is a medical or visual need. Maximum assistance - \$125

- 9. Psychotherapy / Counseling Sessions:** IDVR recognizes the benefits of additional training, education, and credentialing and has established the following payment policy for customer psychotherapy and counseling.

- a. Doctorate level licensed psychologist up to \$100.00 per session.

- b. Masters level clinician (to include LPC, LCPC, MSW, LCSW, and ACADC) up to \$80.00 per session.
- c. Bachelor's level counselor (CADC) up to \$40.00 per session.
- d. Group Counseling – IDVR also recognizes the importance of group counseling as a part of mental health restoration and as a supplement to customer counseling. The following payment policy has been established for group counseling (not to include family counseling). Group counseling up to \$25.00 per session.

The maximum that can be spent on any psychotherapy or counseling services is \$1,000.00 for the life of the case.

10. Medication and Medication Monitoring:

Maximum: 3 months of medication identified on an IPE with one additional month if needed for diagnostic purposes, ~~for a~~ total of 4 months, while customer applies for reduced cost or free medication programs provided by drug companies or other sources of comparable benefits.

Maximum: 5 sessions of medication monitoring identified on an IPE. This does not include the one follow-up that is part of the evaluation.

11. Dental Work: including but not limited to, fillings, extractions, crowns, and dentures. Dental Work would need to create an impediment to employment and must be appropriate to the identified employment goal.

Maximum: \$500 per case

12. Hearing Aids:

Maximum: \$1,000 per hearing aid. Cost must include insurance for free replacements for one year.

Audiologist exam: \$85.00 maximum

13. Transportation:

- a. Public conveyance (bus, van) – Actual cost of service
- b. Private vehicle not to exceed \$60 maximum per month within a 20 mile radius or up to a maximum of \$200 per month outside the 20 mile radius.
- c. Taxi Services – In areas without public conveyance, IDVR will not exceed \$60 maximum per month.

14. Car Repairs: Maximum: \$300 per case (except for cost of reasonable accommodation for disability). IDVR will not pay for customary general car maintenance (i.e. oil changes, tire rotations, ~~ete~~etc.).

15. Auto Insurance: Maximum six (6) months of auto insurance. VR will only pay necessary auto insurance required to cover the VR customer as a vehicle operator.

16. Vehicle Purchase:

Maximum: \$5,000

- IDVR does not purchase new vehicles (12.9).

17. Maintenance: Maintenance means monetary support provided to a customer for expenses, such as food, shelter, and clothing, that are *in excess* of the normal expenses of the customer and that are necessitated by the customer's participation in an assessment for determining eligibility and vocational rehabilitation needs or the customer's receipt of vocational rehabilitation services under an ~~Individualized P~~Individualized Plan for ~~employment~~Employment (IPE). (Ref 34 CFR Part 361.5 (35)).

NOTE: *Counselors cannot pay maintenance for those existing living costs that a customer would normally incur regardless of the customer's participation in a plan of vocational rehabilitation services.*

Maximum: \$2,000 total per Federal fiscal year.

18. Copy Fees:

Maximum: \$25 for a copy of records or reports.

19. Community Rehabilitation Programs (CRPs):

- a. Maximum hourly rate for community based services - \$47.80/hour.

Services purchased from CRPs are not subject to the allowable maximum for training and educational expenses.

~~Regional Manager~~RMs can approve exceptions to the following limits:

- All types of Job Site Development - maximum 40 hours per strategy.
- Community Based Work Evaluation (CBWE) – maximum 40 hours.
- ~~and~~Community Based Work Adjustment (CBWA) – maximum ~~25~~40 hours.
- Placement & Follow Along (P&F) – maximum 15 hours.

- [Community Supported Employment \(CSE\)](#) Job Coaching – maximum 40 hours.

b. Maximum daily rate for in-house work evaluation, work adjustment - \$69.55/day.

20. Tools & Equipment:

Maximum: \$1,500 per case. Agency inventory tools and equipment will count towards the \$1,500 maximum. *The ~~VR counselor~~ [VRC](#) must always negotiate in the best interest of the agency on cost services and must get three bids, if vendors are available, on all durable equipment (reusable) value at ~~\$5300~~ [\\$500](#) or more.*

Tools will need to be required for training or employment and must be verified by the school or employer.

Exception: If there is a change in employment outcome, the customer must return the original tools to VR. After the tools have been returned, then VR may purchase new tools up to the \$1,500 maximum for the new employment outcome.

NOTE: *A Property Agreement must be secured on all durable equipment or reusable supplies that exceed ~~\$500~~ [\\$500](#) in value.*

21. On-~~t~~The-Job [Training](#) (OJT) Fees:

(See section 12.5 On-The-Job Training)

Maximum: \$3,000 for a salary of \$9.00 per hour and under; \$5,000 for a salary between \$9.01 - \$15.00 per hour; \$7,500 for a salary of \$15.01 or more. There is a 20 hour a week minimum.

- a. The ~~VR counselor~~ [VRC](#) must negotiate OJT fees based on:
 - Employer's cost to train the individual above the normal level of training
 - Level of technical skills required for job
 - Number of hours worked
- b. The Individualized Plan ~~for~~ [Employment](#) (IPE) and OJT Agreement must include:
 - Cost of training
 - Length of time (# of months)

~~VR counselor~~ [VRC](#)s are strongly encouraged to negotiate a decreasing payment schedule with the employer.

22. Computers including hardware and software:

Maximum: \$500 per case, except for disability related assistive technology.

23. Self-Employment Plans – (see Section 12.10)

24. Child Care:

Maximum: Up to \$300 per month per case.

25. Reimbursements for Fines:

IDVR will not pay for costs associated or incurred due to illegal behavior (fines, restitution, and reinstatements due to legal related suspensions).

26. Advanced Degree:

IDVR may assist with an advanced degree based upon the rehabilitation needs of the customer. (See section 12.5)

27. Typical exclusions from VR financial participation:

- a. Securing a private pilot's license
- b. Organ transplantation
- c. Surgery; Surgery may be provided if it is not the sole vocational rehabilitation service needed for the customer to return to work or to achieve an employment outcome.

IDVR will only cover the cost of surgery if it will substantially reduce functional limitations. It is highly practical and appropriate for the ~~VR counselor~~[VRC](#) to explore alternative employment opportunities with the customers that may negate the need for the corrective surgery. Such an alternative should accommodate the customer's functional restrictions and provide a level of income that would be comparable with potential earnings following a surgery.

NOTE: *When physical restoration services for customers who have a temporary disability, which will be eliminated by surgical care in an acute general hospital, is the only vocational rehabilitation service to be provided, and the condition is likely to be remedied by relatively routine medical intervention with no significant lasting effects, the RSA position is that such cases should be referred to other agencies. Such services should not be paid for under vocational rehabilitation auspices. – (RSA Position Paper, 3/28/80, Robert R. Humphreys, commissioner of RSA)*

28. No Shows:

If a customer does not attend an appointment and does not cancel or reschedule, the customer will be responsible for payment of any charges – not VR.

If VR authorizes for an interpreter to be present and the customer does not attend, VR will cover cost of the interpreter through administrative authorization.

Exception to Rate of Pay Policy:

The Rehabilitation Act of 1973, as amended, requires that IDVR have a policy that allows for exceptions to the Payment Policy, unless the exception would violate State or Federal laws. All exceptions will be reviewed on an individual case basis.

Exception to Rate of Pay Process:

To be considered for an exception, the ~~C~~customer and ~~VR counselor~~[VRC](#) should first seek approval from the ~~Regional Manager~~[RM](#). ~~Regional Manager~~[RMs](#) have the authority to approve the exception as long the exception is not more than 50% of the service cap. Greater than 50% of the service cap will require the approval of the Chief of Field Services. The ~~Regional Manager~~[RM](#) shall submit the request for the exception in writing to the Chief of Field Services.

The request must include:

1. A description of the requested exception.

Detailed reasons why the customer, ~~VR counselor~~VRC and manager (when appropriate) believe the exception is warranted. The Chief of Field Services (or Regional Manager~~RM~~ when appropriate) will have ten (10) days from the date of receipt of the request to make a decision. If the request is approved, written notification will be sent to the Regional Manager~~RM~~ (when appropriate) and this will be placed in the case file.

The Chief of Field Services reserves the right to deny any request.

If a request for exception is denied, the customer must be informed of the reason why and of his/her right to appeal the decision within ten (10) days of notification of the denial.

Reasons for Exception:

The items listed below are not all inclusive, but do contain the major reasons that will be considered in determining if an exception to policy will be granted. Financial need alone is not always sufficient grounds for ~~asking for~~ requesting an exception. While a customer may present one or more of these reasons for an exception, ~~VR counselor~~VRCs should use discretion in requesting an exception. It is sometimes the nature and scope of the reason and not the number of reasons that may justify the exception.

1. The need is disability related.
2. The customer has used all sources available; including his/her own financial contribution, as well as all available Federal Financial Aid in post-secondary training situation, insurance, Medicaid, Medicare, and other resources typically used by persons without disabilities.
3. Changes in circumstances resulting in loss of income or support making previously available resources unavailable.
4. Service is not available, in certain geographical locations of the sState, within the Payment Policy maximums.

12.3 Counseling and Guidance

~~Idaho Division of Vocational Rehabilitation~~ (IDVR) recognizes that vocational counseling and guidance is the key element in the rehabilitation process in that it is the method ~~for~~ involving the customer and significant others in that process. It begins when the customer contacts the agency and does not end until closure as successfully rehabilitated~~ion~~ or through the completion of the post-employment period.

Vocational counseling and guidance, including referral and placement, are essential VR services provided by the ~~VR counselor~~VRC throughout the rehabilitation process. This is the *primary service* in the VR plan.

Counseling, guidance and placement should be an integral part of every IPE regardless of other services because it is the best method of coordinating services and maintaining a good working relationship with the customer. This is also the method used by the counselor to facilitate customer input. The ~~VR counselor~~ **VRC** gathers the necessary information for providing vocational counseling and guidance services from a wide variety of sources, including, but not limited to:

- A. Medical and psychological information.
- B. Vocational evaluation information including labor market information, job analysis, aptitude and interest information, situational assessments and trail work experiences.
- C. Analysis of transferable skills.
- D. Rehabilitation technology, including rehabilitation engineering.

Counseling will address vocational and personal adjustment issues that are creating barriers to the customer obtaining and maintaining employment.

Counseling will be provided in a respectful manner encompassing the core conditions of helping. These will include unconditional positive regard, genuineness and congruence. Counselors will always maintain a professional demeanor and not allow counseling issues to become personal. Counselors are to follow the canons of ethical behavior and practice outlined by the Commission on Rehabilitation Counselor Certification (CRCC) Code of Ethics.

Counseling services must be provided in every case but will vary depending on the needs and complexities of each individual customer. Frequency of guidance and counseling contacts is determined at plan development and included on the IPE. Case notes will reflect contact and content of meetings. *A monthly summary of guidance and counseling activities is the agency "best practice" norm for recording progress.*

12.4 Physical and Mental Restoration Services

These are services necessary to correct or to substantially modify a physical or mental condition that is stable or slowly progressive. *Before medical restoration is provided, there must be documentation that the clinical status of the customer is stable or slowly progressive and the service is a requirement for the customer's successful employment. The medical consultant shall review the record to insure the adequacy of medical information, advice on the service requirement, educate the counselor on the procedure and required follow-up, and provide any necessary liaison with medical community.*

Current maximum financial contributions by IDVR for specified services can be found in the "Payment Policy" section 12.2 of the manual (See also section 12.2 ~~subsection~~ "Typical Exclusions" and section "Comparable Benefits"). For all other services listed below, IDVR will pay the prevailing "Usual and Customary" charges after a comprehensive assessment of potential or available comparable benefits and resources has been conducted.

12.4.1 Concurrent Acute or Chronic Conditions Arising from Physical or Mental

Restoration: Services necessary to assist with acute treatment or care for a condition associated with or arising from physical and mental restoration services that are on the IPE. Comparable benefits will always be explored prior to authorization of this service. *The medical consultant should be utilized to determine the medical rationale for such services whenever possible.*

These services should be provided in the least intensive medical environment appropriate.

In the case of a chronic condition which does not appear to be resolving in a reasonable amount of time, consultation with the medical consultant should be used to determine whether a case should be closed.

12.5 Training Services

12.5.1 Disability ~~Related~~ ~~Training~~ ~~Services~~

Disability related services include, but are not limited to: orientation and mobility, rehabilitation technology, speech reading, sign language, and cognitive training/retraining.

12.5.2 Post-Secondary Training

Post-Secondary training is provided when necessary to become a competitive applicant for an agreed upon IPE goal that reflects the customer's interests and informed choice to the extent that those factors are consistent with a customer's strengths, resources, priorities, concerns, capabilities and abilities. IDVR may support graduate study when the customer's employment objective is otherwise unachievable.

Prior to providing post-secondary training, comparable benefits shall be determined. The customer is required to complete and submit for processing the Free Application for Federal Student Assistance (FAFSA). The resulting Student Aid Report (SAR) and Financial Aid Award Letter will determine the Federal grant awards available that are to be applied to tuition, books and fees. Proof of financial award status *is required to be placed* into the record of services for all customers sponsored in post-secondary education by IDVR for training and degrees that are eligible for grants. Examples of proof include; the SAR, Financial Aid Award Letter or Post-Secondary Institution Student Budget, Compromise and Release documents from Worker's Compensation.

All non-merit scholarships and grants to be applied to tuition, books and fees as a first dollar source, prior to the consideration of expenditures of IDVR funds. Merit based funding may be applied to any legitimate college costs as determined by the customer, with no comparable benefit test required.

When IDVR has a joint case with another VR agency (Veterans Administration, Tribal Vocational Rehabilitation, Idaho Commission for the Blind and Visually Impaired, or another state VR agency) the sharing of case cost shall be done in a way that multiple agencies are not paying for the same service.

The FAFSA Expected Family Contribution, Student Contribution, Work Study and other grants must be considered in meeting the financial needs of the customer's post-secondary education to the maximum extent possible.

Customers are required to submit an application for FAFSA whether or not they believe they are eligible for funding. *This process should occur along with the verification of determination of eligibility/ineligibility for financial aid prior to IDVR developing an Individualized Plan of Employment (IPE) and participating in financial assistance for a post-secondary education.*

12.5.2.1 Out of State Training

Out-of-State Post-Secondary Education

- a. If the VR customer must attend an out-of-state institution because the course of study is not offered within the state of Idaho, please see section 12.2.
- b. If the course of study is offered in-state, but because of the additional costs caused by the accommodation for disability, it would be more cost effective for the agency to have the customer attend the out-of-state educational institute, see section 12.2.
- c. If the customer chooses to attend an out-of-state institution when comparable training is clearly available in the state, see section 12.2.

12.5.2.2 Progress Measures

Customers must maintain a term and cumulative grade point average that meets the school's academic requirements, program entry requirements, or a minimum of 2.0 GPA whichever is higher and must demonstrate timely progress towards meeting the goal of the IPE. The VR financial participation towards schooling may be paused if academic progress is such that the customer will not qualify for entry into the program stated on their IPE.

If the customer is placed on academic probation, or does not meet the standards stated above, s/he has one grading period in which to attain good standing. IDVR financial participation will terminate after that grading period until the customer achieves good standing.

If a customer does not pass a course(s) or withdraws following the designated drop period for the post-secondary institution, she/he is responsible to cover costs to repeat the course(s). *This understanding should be documented on the IPE that supports the training services.*

If a customer take an incomplete, she/he is responsible to complete the course(s) as designated by the institution and may be responsible to pay for the repeat of the course(s) *based upon whether or not active participation in the original coursework was demonstrated as agreed upon in the IPE. Disability-related interruptions will serve as justification for an incomplete, but should be carefully assessed to determine the feasibility of extending a particular program.* If a customer is unable to complete a course(s) due to a disability related issue, IDVR may assist in coordinating with the institution to resolve the matter (examples: finances, withdrawals, incompletes, etc.).

IDVR post-secondary educational support will cease if the customer has an expulsion for academic dishonesty.

12.5.2.3 Loan Defaults

VR funds may not be utilized to pay for post-secondary education if a customer has defaulted on a State or Federal student loan. If a good faith effort is being made [to come out of default status](#), VR funding may be available. The [U](#)niversity or [C](#)ollege [F](#)inancial [A](#)id office may be able to assist in unusual circumstances. Additional information can be obtained at the U.S. Department of Education website <http://studentaid.ed.gov>, section “Repay Your Loans.”

12.5.2.4 Loan Deferment

Consumers may be eligible for temporary suspension of loan payments during specific conditions such as, returning to school, unemployment, disability, or military service. Additional information may be sought through the Financial Aid Office at the school the student plans to attend.

12.5.2.5 On-the-~~J~~job-~~T~~training (OJT)

An OJT is for a customer that is hired by an employer that needs specific training to achieve the employer’s expectations. On-the-job training requires the completion and signing of the IDVR OJT Agreement between the customer, counselor, and employer, which states the hourly wage, the specific training needs, responsibility for Workers’ Compensation coverage and any other conditions of employment. IDVR pays a training fee for OJT, not reimbursement or wages.

12.6 Benefits Counseling

Benefits counseling includes an informed discussion of the customer’s benefits, employment status, consideration of work incentives, and the impact on existing or potential benefits a change in employment may create. All social security recipients should receive benefits counseling services.

12.7 On-the-~~J~~job-~~S~~upports

On-the-job-support services are provided to a customer who has been placed in employment in order to stabilize the placement and enhance job retention. Such services include; job coaching, follow-up and follow-along, and job retention services.

12.8 Job Placement of Customers

All customers have the obligation to be involved in their own job search activities to the fullest extent possible. The customer and the ~~VR counselor~~[VRC](#) will work together to identify the supports necessary for job search and placement. Some of the job search activities could include:

- Communication and presentation skills.
- Gaining access to and using information.
- Introducing customers to specific programs such as job centers.
- Gaining networking skills.
- Use of online job search and applications.
- Community Rehabilitation Provider (CRP) services.

- Providing information around Federal and State employment opportunities.

IDVR does not pay fees to private staffing/employment agencies.

12.8.1 Community Rehabilitation Providers (CRPs)

Community Rehabilitation Providers may be used to assist a customer as they prepare to obtain or maintain employment. CRP services may only be provided if they are agreed to by customer, ~~VR counselor~~VRC, and CRP. The CRP services should be consistent with the customer's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and be the informed choice of the customer. Potential employers contacted by the CRP should be informed of the CRPs contractual relationship with IDVR. If workplace accommodation or assistive technology needs are identified for a customer, IDVR staff will be involved in addressing the accommodation needs with the employer (this is not referring to job coaching accommodations).

If services are contracted out to a CRP:

1. The customer and ~~VR counselor~~VRC will review the available list of CRP vendors and the services offered by each and will make a selection. This process should be noted as "customer choice" when documenting the choice of the CRP vendor and services to be provided. The customer will sign an information release form authorizing communication between the selected vendor and IDVR.
2. The customer and ~~VR counselor~~VRC will contact the CRP to discuss required services, negotiate and agree upon time frames and costs.
3. The ~~VR counselor~~VRC will submit referral information necessary for the CRP to provide the agreed upon services.
4. The customer, ~~VR counselor~~VRC, and CRP will have a staffing prior to initiating services (this staffing can be by phone or in person).
5. The ~~VR counselor~~VRC and customer will develop and agree to regularly scheduled contacts while receiving CRP services (minimum once a month).
6. The customer, ~~VR counselor~~VRC, and CRP will mutually agree upon frequency of contacts to monitor progress, quality, and duration of services provided.

Employers should be educated with regard to the fact that a person eligible for vocational rehabilitation services under ID. Title 33, Chapter 23, Idaho Code and the Administrative Rules of IDVR, who is placed with an employer through the authorized services of a CRP for community-based evaluation, community-based work adjustment or community supported employment (CSE) training is covered for liability purposes through the Worker's Compensation Insurance carried by the CRP unless an actual customer has actually been hired by a targeted employer prior to the provision of authorized services.

12.8.2 Schedule A Appointing Authority in the Federal Government

5 CFR 213.3102 (t) (cognitive impairment), (u) (severe physical disabilities), and (gg) (psychiatric disabilities) are combined into one streamlined authority, 5 CFR 213.3102 (u). This authority is used to appoint persons who are certified that they are at a severe disadvantage in

obtaining employment because of disrupted employment due to hospitalization or outpatient treatment for the severe disabilities listed above.

Appointment and Certification Process

IDVR can assist customers with disabilities (whether IDVR customers or not) in completing the Schedule A process. Information on how to assist customers with disabilities with the Schedule A process can be found at:

www.eeoc.gov/eeoc/initiatives/lead/upload/abc_applicants_with_disabilities.pdf or http://www.opm.gov/disability/appointment_disabilities.asp

12.8.3 Alternative Hire Process for Employment with State Government

Within the IDAPA rules (15.04.01) of the Division of Human Resources and Idaho Personnel Commission exists the provisions and protocol entitled: 097 “Alternative Examination Process for Persons with Disabilities,” under this rule:

1. The ~~VR counselor~~[VRC](#) determines the need for the Alternative Hire process by documenting that the customer cannot competitively compete for the job due to a disability(ies).
2. The ~~VR counselor~~[VRC](#) determines that the customer meets the criteria for the alternative hire program.
 - Disability limits one or more functional areas.
 - The customer meets the qualifications of the class.
 - The customer lacks competitiveness in the normal hiring process due to disability.
3. The ~~VR counselor~~[VRC](#) will complete the Application for the Alternative Hire Program Form. Include a letter to Idaho Division of Human Resources (DHR) explaining why the customer cannot compete through the normal examination process due to his/her disability. The examination process includes application, testing, and interviewing.
4. The ~~VR Counselor~~[VRC](#) will staff the case with the ~~Regional Manager~~[RM](#) for approval. The ~~Regional Manager~~[RM](#) will subsequently forward the application to the VR Administrator for final approval.
5. IDVR Administrator approves/disapproves. If approved, the application will be forwarded to the Administrator of the Division of Human Resources for final review.
6. Upon approval from DHR, the ~~VR counselor~~[VRC](#) proceeds with the Alternative Hiring Process to the hiring authority.

Note: This process requires the use of the “Alternative Hire Application.”

12.9 Vehicle Purchase

Vehicle purchase may be provided if it is not the sole vocational rehabilitation service needed for the customer to return to work or to achieve an employment outcome. The vehicle purchased

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will be only at a level to meet the vocational rehabilitation need of the customer. If the customer desires a vehicle above and beyond the level of vehicle needed to meet the vocational rehabilitation need they will be required to pay the cost difference between the two. This amount would not count towards the customer's financial participation requirements and IDVR will not be party to associated financial obligations.

Purchase of vehicles for a customer is allowable only when the occupation of the customer will require a vehicle as occupational equipment. The agency may not purchase a vehicle for a routine need for transportation to and from a place of employment.

The vehicle will be purchased after all other aspects of the IPE necessary to achieve the employment goal have been completed.

Vehicle purchases require approval from the [Regional ManagerRM](#) and Chief of Field Services prior to agreeing to the purchase for the customer. The ~~VR counselor~~[VRC](#) will be required to document responses to the following:

- How the purchase is essential to the achievement of a successful employment outcome.
- Whether the vehicle is required as a condition for employment or why it is needed to achieve an employment outcome.
- An explanation of the transportation alternatives explored and the reason(s) these options will not meet the customer's needs.
- A summary of other resources explored, such as insurance, a PASS Plan for customer receiving SSI/SSDI, or other sources, and how these resources will be utilized.
- The customer's disability is stable or slowly progressive and is not likely to impair his or her ability to drive in the foreseeable future.
- If the customer has a known pattern of alcohol or drug abuse within the past 5 years, whether in remission or not, a complete and current drug/alcohol evaluation included.
- An abstract of the driver's complete driving record obtained from the Department of Motor Vehicles. Citations other than parking tickets and minor traffic offenses may impact approval.
- Current Idaho driver's license of the person who will be driving the vehicle.
- Verification of customer's driving capacity as demonstrated through modified driving assessment or significant demonstrated safe driving history under current functional capacities.
- Verification of the customer's financial ability to pay for the fuel, license and registration, insurance, and vehicle maintenance. This will require an insurance quote appropriately reflecting vehicle usage. Additionally, the customer will have to develop a

plan for how they will replace the vehicle in the future as part of the feasibility review. If the customer does not have a method to replace and/or repair the vehicle if an accident occurs, the customer will show the ability to provide comprehensive insurance.

- The type of vehicle being considered (estimated price range and any special considerations). IDVR does not purchase new vehicles or vehicles that require above an Idaho Class D operator's license.

Note: IDVR does not purchase vehicles to address geographical or other barriers that are not disability related.

Following the decision to purchase the vehicle:

- Must follow all state and IDVR purchasing guidelines.
- IDVR will only authorize purchase vehicles from licensed dealerships.
- An inspection of the vehicle prior to purchase from a qualified mechanic is required. Also, obtaining a Car Fax is required.
- The vehicle title will be granted to the customer upon proof of insurance and all appropriate licensing (a tool agreement is not required).
- Every six (6) months the customer must show proof of insurance and maintenance until case closure.

IDVR has no further obligation to purchase any future vehicles due to customer negligence.

12.10 Self-Employment Policy

Introduction

The primary goal of the ~~Idaho Division of Vocational Rehabilitation~~ (IDVR) is to assist the customer in attaining a suitable competitive employment outcome that results in financial self-sufficiency. Self-Employment is one option that may be considered to assist the customer in selecting a vocational goal.

The impediment created by the customer's disability must be addressed in the overall comprehensive assessment leading up to Individualized Plan of Employment (IPE).

The successful self-employment enterprise is operated by a participant who can demonstrate an array of skills and abilities, including; organization, business and financial management, marketing and other talents, as well as, knowledge and expertise in the goods or services being produced. These may be accomplished through natural supports or other resources and would need to be included in the self-employment plan. It is essential that the participant is well informed of potential risks and that efforts are made to minimize those risks.

A vocational evaluation/career exploration may be used as a method of assisting the customer and ~~VR counselor~~ VRC in deciding if self-employment is a possible viable option. Vocational evaluators have a variety of instruments, work samples, inventories and other strategies to use in providing feedback and information related to self-employment.

There may be a need for VR services prior to a commitment from IDVR on a self-employment plan. It could be appropriate for IDVR to assist a customer in services, such as training needed for certain skills or business knowledge before the decision is made by the customer and ~~VR counselor~~[VRC](#) to pursue the development of a business plan.

IDVR values self-employment as a viable vocational outcome. Self-employment is presented by the ~~VR counselor~~[VRC](#) within the repertoire of vocational options and may be considered by customers and ~~VR counselor~~[VRCs](#) as they work toward the development of an appropriate vocational goal.

IDVR supports active, not passive or speculative, self-employment goals.

General Self-Employment Process and Flow Chart

The following steps will be required for all self-employment. The nature and extent of activities within each step will vary by the type and complexity of the self-employment business goal.

- 1. Assessment of Customer's Appropriateness for Self-Employment**
- 2. Writing an IPE – Developing a Business Plan**
- 3. Amending IPE - Implementing the Business Plan**
- 4. Closure of Self-Employment Case**

Definitions

- a. Business Plan** – A detailed outline of the business description, objectives, organization, product or service description, summary of Customer qualifications, analysis of the potential business environment and market, management and organizational structure, and financial plan.

The level of detail required for the various components of the business plan will vary depending upon the type of self-employment being pursued.

- b. Contracting and Sub-Contracting** – When the VR customer works with a company under a limited or contract basis for either short or long term employment, but is not a company employee. There are some types of employment goals that could be ~~sub contractors~~[sub-contractors](#) or a standalone business. Examples of likely contracting and sub-contractors opportunities include but are not limited to:

- Realtor
- Construction trades
- Cosmetology, nail tech, and hair stylist
- Paper delivery
- Tattoo artist

This is a type of start-up self-employment that will often be processed as a low cost, low risk, low complexity self-employment plan.

- c. Continued Self-Employment** – Employment where the VR customer is presently or recently (within the last year) engaged in a *successful* self-employed business as identified by the customer and feasibility of the business is recognized by IDVR. In this

scenario, the IPE services will address *disability related barriers* to employment. IPE will be written as maintaining employment.

Any capitalization of the business will require the use of low cost/low risk/low complexity, complex, or supported self-employment strategy.

d. Feasibility Analysis – Provides an in-depth analysis of the business concept, the market, the financial investment and income potential. In addition, the feasibility analysis considers:

- Financial resources, skills and history of the customer as it relates to successfully operating a small business
- The need for customer training
- The availability of strong support network for long-term business success
- The need for a comprehensive business plan
- The likelihood of sustainability in a reasonable amount of time (what is a reasonable amount of time will likely vary by the type of self-employment)

The feasibility analysis offers the [VR Counselor VRC](#) and customer a comprehensive, objective evaluation of the strength of the proposed self-employment venture.

e. Forms of Organization - refers to the way the individual legally organizes the business

- i. *Sole Proprietorship* - one person who owns the business alone, but may have employees. She/he will have unlimited liability for all debts of the business, and the income or loss from the business will be reported on his or her personal income tax return along with all other income and expense she/he normally reports (although it will be on a separate schedule).
- ii. *Corporation* – requires a legal filing with the Internal Revenue Service for corporate status. Corporate organization provides limited liability for the investors. Shareholders in a corporation are obligated for the debts of the corporation; creditors can look only to the corporation's assets for payment. The corporation files its own tax return and pays taxes on its income.
 - VR customers who legally organize their businesses as a corporation, and are employed by their corporation may be eligible while in the [start-up startup](#) phase of operations.
- iii. *General and Limited Partnerships* – two or more individuals, one of which is a customer of IDVR with the controlling share (see Eligibility Requirements for Self Employment).
- iv. *Limited Liability Company* - limited liability for all of its members (business partners), with the IDVR customer as the controlling member.

f. Hobby - customers identifying business-related goals that indicate a business activity that is:

- Operated for recreation and/or pleasure.
- Not projected to be profitable.
- Not seeking profitability.
- Neither operating nor carrying on activity in a business-like manner.
- Not depending on activity for livelihood.

g. Low Cost / Low Risk / Low Complexity Self-Employment – A comprehensive business plan is not required if a feasibility analysis report indicates the business concepts represents a (1) low cost (under \$5,000) total cost of anticipated self-employment start-up, (2) low risk (strong likelihood of success) and (3) low complexity (few and clearly identifiable barriers to self-employment). Examples of self-employment ventures that may not require a comprehensive business plan include:

- A VR customer is already self-employed and has demonstrated skills and abilities to successfully manage the business, and VR services are needed to retain employment due to a disability-related condition.
- The VR customer has previous experience being self-employed in the same or similar field and start-up needs are minimal.
- The VR customer has skills and experience in a trade and needs minimal training and services for startup, such as, lawn care, pressure washing, window washing, and bookkeeping.
- A VR customer has experience or training in a trade and will lease space or sub-contract with an existing business and pay their own taxes, i.e., massage therapist, manicurist, cosmetologist, real estate agent.

h. Complex Self Employment – All self-employment plans that do not meet the criteria for low cost/low risk/low complexity, continued self-employment or supported self-employment fall under this category.

i. ~~Multi-Level~~Multi-Level Marketing – As a marketing strategy, in which a person is compensated not only for sales they personally generate, but also for the sales of others they recruit into a business venture, creating a “down line” of distributors and a hierarchy of multiple levels of compensation.

j. Natural Supports – Long term supports provided by individuals naturally invested in the success of the VR customer (family and friends).

k. Startup Self-Employment - refers to an employment outcome in which a customer works in a business that she/he starts, owns, operates, and manages with the intention of being profitable.

l. Supported Self-Employment – refers to an employment outcome in which a customer works in a business that she/he owns, operates, and manages with natural or long term supports, with the intention of being profitable.

Eligibility Requirements

Participation in self-employment or supported self-employment as a vocational goal requires that:

1. The business venture is, at a minimum, 51% owned, controlled and managed by the IDVR customer. For those in supported self-employment, some IDVR customers may require the assistance of a guardian or conservator in controlling or managing a business.
2. Businesses must be organized as Sole Proprietorships, Corporations, General and Limited Partnerships, and Limited Liability Companies, as noted in Definitions-Forms of Organization.
3. The business venture is considered legal in all jurisdictions in which it operates (Federal, Tribal, State and local Governments). This includes business and other necessary licenses.
4. The business venture is accurately reporting to appropriate government agencies, including the Internal Revenue Service and State taxing agency or other applicable
5. State or local authorities.
6. The business venture is organized as a for-profit entity.

Financial Participation Requirements

Social Security beneficiaries are not required to financially participate towards the cost of their self-employment plan.

IDVR customers have a variety of sources to obtain their portion of the business costs. Some of these include:

- Investment of funds from microloans;
- Commercial and consumer loans;
- Loans from family;
- Forgivable loans;
- Equity grants;
- Equipment critical to the business operation;
- Inventory;
- Supplies;
- Facility (including fair value of existing facility in which the business will be operated)

- a. In consideration of the business start-up capitalization noted in the Business Plan, financial participation by IDVR and VR customer for the entirety of the self-employment plan, per case is as follows:

| <u>Business Capitalization</u> | <u>Maximum IDVR Financial Assistance</u> | <u>Minimum Customer Participation</u> |
|--------------------------------|--|---|
| Under \$2,500 | 100% | 0% |
| \$2,501 to \$5,000 | 80% of startup capital | 20% |
| \$5,001 to \$7,500 | 70% of startup capital | 30% |
| \$7,501 to \$10,000 | 60% of startup capital | 40% |
| \$10,001 and up | 50% of startup capital | 50% |

If IDVR's portion for business start-up and capitalization is more than \$10,000, the Chief of Field Services must provide approval.

- b. Financial participation will not be required for IDVR investment in:
- Training and technical assistance.
 - Accommodations necessitated by the customer's disability in order to participate in training, technical assistance or in consideration of financial assistance.

Limitations and Restrictions

Financial assistance for business start-up capitalization does not include:

1. Funding for speculative real estate development.
2. Deposits that are refundable to the customer or business.
3. Cash.
4. Salary or benefits for the customer, partners in ownership, or any employees of the business.
5. Purchase of real estate.
6. Erection of buildings.
7. Inventory or business supplies that include tobacco, firearms or alcoholic beverages.

8. Refinancing of existing debt – business or personal.
9. Business continuation expenses subsequent to the initial start-up costs.
10. IDVR does not support a customer hobby as a self-employment goal.

Self-employment involving payment for registration, legal services, patents, trademarks, copyrights, or franchise fees require an exception to policy approved by the Chief of Field Services.

Multi-Level Marketing plans are often similar to illegal pyramid schemes; therefore, ~~VR~~ [counselor VRCs](#) are cautioned about supporting self-employment businesses with a multi-level marketing structure. Support for multi-level marketing businesses may be appropriate when the emphasis is on sales by the VR customer versus recruitment of down line distributors.

Types of Self-Employment

A. Start-up Business

a. Low Cost / Low Risk / Low Complexity Business Plan

I. Role of IDVR

When working with customers expressing an interest in self-employment the primary role of IDVR is to:

- Provide relevant information regarding the availability of self-employment services supported by the agency.
- Assist the customer in information gathering and assessment in deciding whether self-employment is an appropriate option to achieve their employment goal.
- Assess the customer's disability as it relates to the self-employment goal.
- Reduce or eliminate barriers to self-employment created by the disability.
- May authorize for the provision of external technical assistance including, but not limited to, business feasibility, training, business planning, and post start-up monitoring.
- Participate with the customer and external technical assistance to evaluate the feasibility of the business.
- Coordinate training and technical assistance services.
- Provide technical assistance as deemed appropriate at post start-up of the business.
- Monitor business development at post start-up.

II. Role of the IDVR Customer

Customer responsibilities, as part of the informed choice process relating to self-employment, include but are not limited to:

- Determining the concept of the business.
- Participating in the assessment process.
- Exploring the feasibility of the business venture. This may include gathering information, market feasibility, and likelihood of financial sustainability. This may include; collaboration with technical assistance.
- Writing the business plan with or without technical assistance and approval by the ~~VR counselor~~ [VRC](#).
- Contributing, as appropriate, financially to the capitalization of the business venture by utilizing all available financial resources.
- Assisting in the identification of existing and potential barriers including those created by the disability, as well as identifying possible solutions.
- Developing skills and abilities necessary to operate and sustain the business venture.
- Business implementation and management.
- Providing regular financial or other relevant documentation or information requested by the agency for post start-up monitoring.
- Fulfilling participation in the business start-up as noted in the Individualized Plan of Employment (IPE).

III. Assessment of IDVR Customer's Appropriateness for Self Employment

- Evaluation of the customer's interests, skills, aptitudes, and personality traits as they relate to self-employment. This may include; a) use of data gathering instruments, and b) formal vocational assessment to the degree necessary to ensure the customer has the basic skills necessary to operate and manage a small business.
- Ensure the viability of self-employment as it relates to the customer's ability to handle the physical, mental, emotional, and cognitive aspects of the business venture including their disability. This may require consultation with medical and/or psychological service providers that have been treating the customer. If clear information is not available additional assessments may be needed.

- Examination of the customer's financial goals related to self-employment should include consideration of issues such as impact on government benefits, supplementing family income versus primary source of support, and earning sufficient funds to maintain competitive employment standards. A referral for benefits planning may be appropriate.

IV. Writing an IPE – Developing a Business Plan

After a positive assessment of the feasibility of the business concept an initial IPE is written. Some of the key components of writing an IPE for business plan development include:

- IPE goal will be the anticipated vocational outcome that is the focus of the business plan.
- IPE must be identified as a self-employment IPE.
- Comprehensive assessment for this IPE is based on the appropriateness of self-employment as a strategy for the individual VR customer. It should be based on the feasibility analysis, the assessment of the customer's appropriateness for self-employment, and other information available.

Services provided as part of this IPE are intended to support the development, writing, and ultimate approval of the business plan. The following are key elements to the development of the business plan:

1. Customer Training and Technical Assistance:

- Customers may be expected to attend training and participate in technical assistance services related to self-employment. This could include options such as; training and technical assistance on subjects such as: exploring entrepreneurship, small business development, business plan development, small business management, accounting for business, and business financing.
- Customers may require business specific skill training to eliminate skill gaps or prepare for the operation of the business. This could include coursework such as accounting/bookkeeping, using computers in business, human resources in business, etc. Skill-building courses should be noted in the IPE as necessary.

2. Business Plan Development:

The Business Plan is viewed as an essential element in any business venture and will be the document used by IDVR to determine whether or not to participate in capitalizing the business venture.

- A basic Business Plan must be written and approved to the satisfaction for the ~~VR counselor~~VRC.
- The customer will prepare the Business Plan with or without external technical assistance from a service provider experienced in business plan development.
- Benefits counseling may be provided with a focus on the projected impact of revenues and expenses as noted in the Business Plan.

3. Process for Business Plan Review:

The customer's goal toward self-sufficiency and the level of the Agency's financial participation in the start-up capitalization of the business will determine the level of review and approval required.

- The counselor will review the plan for completeness according to the components listed in the definition of a Business Plan.
- All low cost/low risk/low complexity self-employment plans will be reviewed by the customer and the ~~VR counselor~~VRC.
 - a. If the customer and IDVR agree, then the ~~VR counselor~~VRC and customer proceed to amend the IPE to initiate the self-employment plan.
 - b. If the customer and IDVR agree, that revisions are needed the customer proceeds to revise the plan with or without technical assistance.
 - c. The customer may decide not to proceed with the identified business goal. If so, the customer and the ~~VR counselor~~VRC proceed with developing a new IPE goal (this may or may not be a different self-employment option).

V. Amending IPE - Implementing the Business Plan

Once the business plan has been approved by the customer and the ~~VR counselor~~VRC an IPE amendment will be developed that identifies necessary services and activities to implement the business plan.

1. Update comprehensive assessment based upon the additional information acquired through the business plan development process.
2. Identifying specific VR services, cost, and vendors need to implement the self-employment plan. It is important that the financial responsibility for each party is identified on the IPE.

3. Identifying necessary training and technical assistance needed to implement the plan.
4. Identifying post start-up support services that may be needed.
5. Identifying the benchmarks for successful closure. At minimum, one benchmark must identify acceptable wage level for the customer (not less than Federal minimum wage standards). Additional benchmarks should be identified that are critical to the success of self-employment and how to proceed if the benchmarks are not met. It is important that these benchmarks be clearly written, and the consequences for not meeting the benchmarks are clearly explained to the customer and stated on the IPE. Examples of consequences for not meeting the benchmark on the IPE:
 - Evaluating the appropriateness of the benchmarks and possibly modification of the benchmarks (this would require an amendment to the IPE).
 - Withdrawal of IDVR support of the business and reassess other VR options.
 - Proceeding with case closure.

VI. Closure of Self-Employment Case

1. Successful Closure

Successful closure can be completed when the following has been established:

- Identified benchmarks have been achieved.
- At least 90 days of stable employment and at least six (6) months of business operation.

Equipment provided for the self-employment plan may be released or returned, consistent with Section 13 of the policy.

2. Unsuccessful Closure

If adequate progress towards meeting the identified benchmarks is not made, the ~~VR counselor~~[VRC](#) proceeds with case closure unless the customer expresses interest in developing a new IPE goal. “All Other Reasons” would be the reason selected for case closure.

The customer is expected to return equipment provided for the self-employment plan, consistent with Section 13 of the policy.

b. Complex Business Plan

I. Role of IDVR

When working with customers expressing an interest in self-employment the primary role of IDVR is to:

- Provide relevant information regarding the availability of self-employment services supported by the Agency.
- Assist the customer in information gathering and assessment in deciding whether self-employment is an appropriate option to achieve their employment goal.
- Assess the customer's disability as it relates to the self-employment goal.
- Reduce or eliminate barriers to self-employment created by the disability.
- Authorize for the provision of external technical assistance including, but not limited to, business feasibility, training, business planning, and post start-up monitoring.
- Participate with the customer and external technical assistance to evaluate the feasibility of the business.
- Assist in identifying resources for the capitalization of the business plan.
- Coordinate training and technical assistance services.
- Provide technical assistance as deemed appropriate at post start-up of the business.
- Monitor business development at post start-up.

II. Role of the IDVR Customer

Customer responsibilities, as part of the informed choice process relating to self-employment, include but are not limited to:

- Determining the concept of the business.
- Participating in the assessment process.
- Exploring the feasibility of the business venture. This includes conducting research, gathering information, market feasibility, and likelihood of financial sustainability. This may include collaboration with technical assistance.
- Writing the business plan with or without technical assistance.
- Researching the availability of financial resources.
- Contributing, as appropriate, financially to the capitalization of the business venture by utilizing all available financial resources.
- Assisting in the identification of existing and potential barriers including those created by the disability, as well as identifying possible solutions.

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- Developing skills and abilities necessary to operate and sustain the business venture.
- Business implementation and management.
- Providing regular financial or other relevant documentation or information requested by the Agency for post start-up monitoring.
- Fulfilling participation in the business start-up as noted in the Individualized Plan of Employment (IPE).

III. Assessment of IDVR Customer's Appropriateness for Self Employment

- Evaluation of the customer's interests, skills, aptitudes, and personality traits as they relate to self-employment. This may include; a) use of data gathering instruments, and b) formal vocational assessment to the degree necessary to ensure the customer has the basic skills necessary to operate and manage a small business.
- Ensure the viability of self-employment as it relates to the customer's ability to handle the physical, mental, emotional, and cognitive aspects of the business venture including their disability. This may require consultation with medical and/or psychological service providers that have been treating the customer. If clear information is not available additional assessments may be needed.
- The customer has attended a training session, such as the Small Business Development Center's "Exploring Entrepreneurship" or another comparable program, to evaluate the advantages and disadvantages of business ownership and explore self-employment preparedness from a personal perspective.
- Examination of the customer's financial goals related to self-employment should include consideration of issues such as, impact on Government benefits, supplementing family income versus primary source of support, and earning sufficient funds to maintain competitive employment standards. A referral for benefits planning may be appropriate.
- Conduct a preliminary assessment of various funding sources for business capitalization. The customer's expectations relative to the financial support she/he anticipates/expects from IDVR should be discussed at the onset. It is important that the customer understands that *IDVR will not be the sole source of startup capitalization and that any funding allocated to the start-up of the business will be consistent with IDVR policy related to financial participation.*

IV. Assessment of the Feasibility of the Business Concept

Customers may be referred to outside resources for assistance in examining the concept, market and financial feasibility of the business. If the business idea is deemed feasible, the information developed at this stage will provide some of the basic data that will be used in completing the Business Plan to be written later.

Testing the feasibility of the business idea should be formalized through a written Feasibility Assessment documenting the following:

- **Concept Feasibility:** Clear description of the business idea; customer's background related to the business concept including education, training, direct experience and transferable skill sets; a summary statement identifying issues of concern regarding the feasibility of the concept; and a recommendation as to whether the business concept is feasible.
- **Market Feasibility:** Geographic description of market area; description of

competitors working in or marketing to potential customers in geographic area; definition of target markets including size and scope of each market; zoning issues/requirements for establishing a business at intended location.

- Financial Feasibility: Capitalization requirements (start-up funding not to exceed 6 months) consistent with the individual's business concept; identification of resources for start-up funding and ongoing capitalization. Twelve (12) months of projected sales/expenses may be included, when appropriate.

V. Writing an IPE – Developing a Business Plan

After a positive assessment of the feasibility of the business concept an initial IPE is written. Some of the key components of writing an IPE for business plan development include:

- IPE goal will be the anticipated vocational outcome that is the focus of the business plan.
- IPE must be identified as a self-employment IPE.
- Comprehensive assessment for this IPE is based on the appropriateness of self-employment as a strategy for the individual VR customer. It should be based on the feasibility analysis, the assessment of the customer's appropriateness for self-employment, and other information available.

Services provided as part of this IPE are intended to support the development, writing, and ultimate approval of the business plan. The following are key elements to the development of the business plan:

1. IDVR Customer Training and Technical Assistance:

- All customers will be expected to attend training, when available, and participate in technical assistance services related to self-employment. This could include options such as; training and technical assistance on subjects such as: exploring entrepreneurship, small business development, business plan development, small business management, accounting for business, and business financing. *Exceptions to the above requirement may be made with supervisory approval in limited circumstances.*
- Customers may require business specific skill training to eliminate skill gaps or prepare for the operation of the business. This could include coursework such as accounting/bookkeeping, using computers in business, human resources in business, etc. Skill-building courses should be noted in the IPE as necessary.

2. Business Plan Development:

The Business Plan is viewed as an essential element in any business venture and will be the document used by IDVR, banks, micro lenders, and other funding organizations to determine whether or not to participate in capitalizing the business venture.

- A comprehensive Business Plan will be required for all complex self-employment goals. The content for a comprehensive Business Plan is a thorough assessment of all the components listed in the Business Plan definition.
- The customer will prepare the Business Plan with or without external technical assistance from a service provider experienced in business plan development.
- Benefits counseling may be provided with a focus on the projected impact of revenues and expenses as noted in the Business Plan.

3. Explore and Apply for Resources Available From Other Sources:

IDVR customers pursuing self-employment are required to explore funding from sources other than IDVR. These may include microloans, commercial and consumer loans, loans from family, forgivable loans, equity grants, and work incentives for Social Security recipients including Plans to Achieve Self Support (PASS) and personal property (inventory and equipment) essential to the operation of the business. If the business plan is approved and the IPE is amended, the customer will apply for other resources necessary to implement the business plan.

4. Process for Business Plan Review:

The customer's goal toward self-sufficiency and the level of the agency's financial participation in the start-up capitalization of the business will determine the level of review and approval required.

- The counselor will review the plan for completeness according to the components listed in the definition of a Business Plan.
- The business plan is submitted for technical assistance and feasibility review by an outside consultant (approved by the ~~VR counselor~~[VRC](#) and customer) with experience in business development.
- All complex self-employment plans will be reviewed by a self-employment team. The self-employment team will include the customer, ~~VR counselor~~[VRC](#), [Regional Manager](#)~~RM~~, at least one outside consultant, and other individuals as appropriate.
 - a. If the customer and IDVR agree, based on the feedback from the self-employment team, then the ~~VR counselor~~[VRC](#) and customer proceed to amend the IPE to initiate the self-employment plan.
 - b. If the customer and IDVR agree, based on the feedback from the self-employment team, that revisions are needed, the customer proceeds to revise the plan with or without technical assistance.

c. If the customer does not agree with the recommendations from the self-employment team the customer may choose to follow the appeal process. (See Section 4.0)

d. The customer may decide not to proceed with the identified business goal. If so, the customer and the ~~VR counselor~~ VRC proceed with developing a new IPE goal (this may or may not be a different self-employment option).

VI. Amending IPE - Implementing the Business Plan

Once the business plan has been approved by the customer and the ~~VR counselor~~ VRC an IPE amendment will be developed that identifies necessary services and activities to implement the business plan.

1. Update comprehensive assessment based upon the additional information acquired through the business plan development process.
2. Identifying specific VR services, resources, cost, and vendors need to implement the self-employment plan. It is important that the financial responsibility for each party is identified on the IPE.
3. Identifying necessary training and technical assistance needed to implement the plan.
4. Identifying post start-up support services that may be needed.
5. Identifying the benchmarks for successful closure. At minimum, one benchmark must identify acceptable wage level for the customer (not less than Federal minimum wage standards). Additional benchmarks should be identified that are critical to the success of self-employment and how to proceed if the benchmarks are not met. It is important that these benchmarks be clearly written, and the consequences for not meeting the benchmarks are clearly explained to the customer and stated on the IPE. Examples of consequences for not meeting the benchmark on the IPE:
 - Evaluating the appropriateness of the benchmarks and possibly modification of the benchmarks (this would require an amendment to the IPE).
 - Withdrawal of IDVR support of the business and reassess other VR options.
 - Proceeding with case closure.

VII. Closure of Self-Employment Case

1. Successful Closure

Successful closure can be completed when the following has been established:

- Identified benchmarks have been achieved.
- At least 90 days of stable employment and at least six (6) months of business operation.

Equipment provided for the self-employment plan may be released or returned, consistent with Section 13 of the policy.

2. Unsuccessful Closure

If adequate progress towards meeting the identified benchmarks is not made, the ~~VR counselor~~[VRC](#) proceeds with case closure unless the customer expresses interest in developing a new IPE goal. “All Other Reasons” would be the reason selected for case closure.

The customer is expected to return equipment provided for the self-employment plan, consistent with Section 13 of the policy.

B. Supported Self Employment

a. Role of IDVR

When working with customers expressing an interest in supported self-employment the primary role of IDVR is to:

- Provide relevant information regarding the availability of supported self-employment services supported by the agency.
- Assist the customer in information gathering and assessment in deciding whether supported self-employment is an appropriate option to achieve their employment goal.
- Assess the customer's disability as it relates to the self-employment goal and the nature and level of support required (Examples: guardians/family members, targeted service coordinator, psychosocial rehabilitation provider, Medicaid broker, SSA payee).
- Reduce or eliminate barriers to supported self-employment created by the disability.
- May authorize for the provision of external technical assistance including, but not limited to, business feasibility, training, business planning, and post start-up monitoring.
- Participate with the customer, support team, and external technical assistance to evaluate the feasibility of the business.
- Coordinate training and technical assistance services.
- Provide technical assistance as deemed appropriate at post start-up of the business.
- Monitor business development at post start-up.

b. Role of the IDVR Customer with their Support Team

Customer and support team's responsibilities, as part of the informed choice process relating to self-employment, include but are not limited to:

- Determining the concept of the business.
- Participating in the assessment process.
- Exploring the feasibility of the business venture. This may include gathering information, market feasibility, and likelihood of financial sustainability. This may include collaboration with technical assistance.

- Writing the business plan with or without technical assistance and approval by the ~~VR counselor~~ [VRC](#).
- Contributing, as appropriate, financially to the capitalization of the business venture by utilizing all available financial resources.
- Assisting in the identification of existing and potential barriers including those created by the disability, as well as identifying possible solutions.
- Identifying the areas within self-employment that need ongoing support and identify the specific individuals or resources that will provide that support.
- Developing skills and abilities necessary to operate and sustain the business venture.
- Business implementation and management.
- Providing regular financial or other relevant documentation or information requested by the Agency for post start-up monitoring.
- Fulfilling participation in the business start-up as noted in the Individualized Plan of Employment (IPE).

c. Assessment of Customer's Appropriateness for Supported Self Employment

- A. Evaluation of the customer's interests, skills, aptitudes, and personality traits as they relate to supported self-employment. This may include; a) use of data gathering instruments, and b) formal vocational assessment to the degree necessary to ensure the customer has the basic skills necessary to operate and manage a small business with adequate support systems.
- B. Ensure the viability of supported self-employment as it relates to the customer's ability to handle the physical, mental, emotional, and cognitive aspects of the business venture including their disability. This may require consultation with medical and/or psychological service providers that have been treating the customer. If clear information is not available additional assessments may be needed.
- C. Examination of the customer's financial goals related to supported self-employment should include consideration of issues such as: impact on Government benefits, supplementing family income versus primary source of support, and earning sufficient funds to maintain competitive employment standards. A referral for benefits planning may be appropriate.

I. Writing an IPE – Developing a Business Plan

After a positive assessment of the feasibility of the business concept an initial IPE is written. Some of the key components of writing an IPE for business plan development include:

- IPE goal will be the anticipated vocational outcome that is the focus of the business plan.
- IPE must be identified as a supported self-employment IPE.
- Comprehensive assessment for this IPE is based on the appropriateness of supported self-employment as a strategy for the individual VR customer. It should be based on the feasibility analysis, the assessment of the customer's appropriateness for supported self-employment, and other information available.

Services provided as part of this IPE are intended to support the development, writing, and ultimate approval of the business plan. The following are key elements to the development of the business plan:

1. IDVR Customer Training and Technical Assistance:

- Customers may be expected to attend training and participate in technical assistance services related to supported self-employment. This could include options such as; training and technical assistance on subjects such as exploring entrepreneurship, small business development, business plan development, small business management, accounting for business, and business financing.
- Customers may require business specific skill training or support to eliminate gaps for the operation of the business.

2. Business Plan Development:

The Business Plan is viewed as an essential element in any business venture and will be the document used by IDVR to determine whether or not to participate in capitalizing the business venture. If the supported self-employment plan meets the criteria for a complex self-employment plan refer to the business plan development for complex self-employment plan. If the supported self-employment plan meets the criteria for low cost/low risk/low complexity plan refer to the business plan development for low cost/low risk/low complexity plan.

3. Process for Business Plan Review:

The customer's goal toward self-sufficiency and the level of the Agency's financial participation in the start-up capitalization of the business will determine the level of review and approval required.

If the supported self-employment plan meets the criteria for a complex self-employment plan refer to the business plan review for complex self-employment plan. If the supported self-employment plan meets the criteria for low cost/low risk/low complexity plan refer to the business plan review for low cost/low risk/low complexity plan.

II. Amending IPE - Implementing the Business Plan

Once the business plan has been approved by the customer, support team, and the ~~VR counselor~~[VR](#) an IPE amendment will be developed that identifies necessary services and activities to implement the business plan.

1. Update comprehensive assessment based upon the additional information acquired through the business plan development process.
2. Identifying specific VR services, cost, and vendors need to implement the supported self-employment plan. It is important that the financial responsibility for each party is identified on the IPE.
3. Resources to provide long term support (Extended Employment Services, Medicaid waiver, private pay, or natural supports) are identified and secured.
4. Identifying necessary training and technical assistance needed to implement the plan.
5. Identifying post start-up support services that may be needed.
6. Identifying the benchmarks for successful closure. At minimum, one benchmark must identify acceptable wage level for the customer (not less than Federal minimum wage standards). Additional benchmarks should be identified that are critical to the success of supported self-employment and how to proceed if the benchmarks are not met. It is important that these benchmarks be clearly written, and the consequences for not meeting the benchmarks are clearly explained to the customer and stated on the IPE. Examples of consequences for not meeting the benchmark on the IPE:
 - Evaluating the appropriateness of the benchmarks and possibly modification of the benchmarks (this would require an amendment to the IPE).
 - Withdrawal of IDVR support of the business and assess other VR options.
 - Proceeding with case closure.

III. Closure of Supported Self-Employment Case

1. Successful Closure

Successful closure can be completed when the following has been established:

- Identified benchmarks have been achieved.
- At least 90 days of stable employment and at least six (6) months of business operation.
- Verification of necessary long term supports.

Equipment provided for the supported self-employment plan may be released or returned, consistent with Section 13 of the policy.

2. Unsuccessful Closure

If adequate progress towards meeting the identified benchmarks is not made, the ~~VR counselor~~[VRC](#) proceeds with case closure unless the customer expresses interest in developing a new IPE goal. “All Other Reasons” would be the reason selected for case closure.

The customer is expected to return equipment provided for the self-employment plan, consistent with Section 13 of the policy.

C. Continued Self-Employment:

I. Writing IPE

1. Prior to completing the IPE, a comprehensive assessment must be completed.
2. Identify specific VR services, cost, and vendors need to implement the self-employment plan. It is important that the financial responsibility for each party is identified on the IPE.
3. Identify necessary training and technical assistance needed to implement the plan.
4. Identify post start-up support services that may be needed.
5. Identify the benchmarks for successful closure. At minimum, one benchmark must identify acceptable wage level for the customer (not less than Federal minimum wage standards). Additional benchmarks should be identified that are critical to the success of self-employment and how to proceed if the benchmarks are not met. It is important that these benchmarks be clearly written, and the consequences for not meeting the benchmarks are clearly explained to the customer and stated on the IPE. Examples of consequences for not meeting the benchmark on the IPE:
 - Evaluating the appropriateness of the benchmarks and possibly modification of the benchmarks (this would require an amendment to the IPE).

- Withdrawal of IDVR support of the business and assess other VR options.
- Proceeding with case closure.

II. Closure of Continued Self-Employment Case

1. Successful Closure

Successful closure can be completed when the following has been established:

- Identified benchmarks have been achieved.
- At least 90 days of stable employment.

Equipment provided for the continued self-employment plan may be released or returned, consistent with Section 13 of the policy.

2. Unsuccessful Closure

If adequate progress towards meeting the identified benchmarks is not made, the ~~VR counselor~~ [VRC](#) proceeds with case closure unless the customer expresses interest in developing a new IPE goal. “All Other Reasons” would be the reason selected for case closure.

The customer is expected to return equipment provided for the continued self-employment plan, consistent with Section 13 of the policy.

12.11 Effective Communication Services for Customers with Sensory Impairments

IDVR can provide interpreter services and note taking services for customers who are deaf, including tactile interpreting for customers who are deaf-blind; reader services, rehabilitation teaching services, note-taking services and orientation and mobility services for customers who are blind; telecommunications, sensory and other technological aids and devices.

Note: *If the customer is enrolled in an academic/technical training program at an institution that receives Federal financial support, the institution will be responsible for the provision of interpreter services within the classroom or formal training environment i.e., outside the classroom, but mandated or supported by the class curriculum. (A regional exception has been made at the Eastern Idaho Technical College – EITC as per the agreement between IDVR and EITC).*

12.12 Occupational Licenses, Tools, Equipment Initial Stocks and Supplies necessary in order to enter an Occupation

Occupational licenses, tools, equipment, initial stocks, and supplies may be purchased in order to adequately prepare the customer for a vocational outcome. *Private pilot's license will not be secured through the financial support of IDVR.*

IDVR will not purchase land or buildings for customers with disabilities. IDVR retains the right to reclaim occupational tools and equipment purchased by IDVR when:

- Customer's IPE is not completed.
- The tools and equipment are no longer necessary or appropriate for the existing or new employment goal.
- Case is closed other than rehabilitated.

12.13 Supported Employment Services

Supported employment services may be provided to customers with the most severe disabilities who require ongoing training on-the-job and support services.

12.13.1 Supported employment is defined as follows:

- A. Competitive work (defined as payment of an hourly rate not less than minimum wage or less than the employer usually pays individuals who are not disabled) in an integrated work setting (defined as an environment in which the customer engages in as much contact with co-workers or the non-disabled general public as any other non-disabled person working in that job would experience) with ongoing support services for customers with the most severe disabilities for whom competitive employment:
 - 1. Has not traditionally occurred: or
 - 2. Has been interrupted or intermittent as a result of severe disability; and

3. Who, because of the nature and severity of their disability(ies), need intensive supported employment services or extended services in order to be gainfully employed; or

B. Transitional employment for customers with chronic mental illness.

Note: Non-competitive, non-integrated employment (sometimes referred to as Sheltered Work, Facility Based Work, Work Services, or Workshop Services) is not part of VR services. If a customer requests these services, IDVR will provide information about competitive, integrated employment to assist in informed choice. If the customer still request non-competitive, non-integrated employment they will be referred to the Extended Employment Services Program through the Extended Employment Services Referral Form.

12.13.2 Supported ~~e~~Employment Process:

- A. Through an assessment (internally provided or through a review of external documentation) or through the provision of VR services, supported employment is identified as a necessary strategy for successful employment.
- B. The ~~VR counselor~~VRC and customer will identify the level of ongoing job support necessary to maintain successful employment.
- C. The ~~VR counselor~~VRC and customer will identify the availability of long term support strategies for the level of supported employment services identified.
- D. If long term support strategies are available then an IPE may be written.
- E. If long term support strategies are not available the case will be closed “~~Unable~~^[TP10] to Benefit from ServicesExtended services not available.”

12.13.3 Supported Employment Strategies

Natural Supports: Support from supervisors and co-workers occurring in the workplace to assist employees with disabilities to perform their jobs, including supports already provided by an employer for all employees. These natural supports may be both formal and/or informal, and include mentoring, supervision (ongoing feedback on job performance), training (learning a new job skill with a co-worker), and co-workers socializing with employees with disabilities at breaks or after work. Support provided by family, friends, or significant others are also included within this definition.

Extended Employment Services: (IDAPA 47.01.02) Funds Managed by IDVR/EES. There are four eligibility categories:

- A. Developmental Disabilities (as defined in section 66-402, Idaho Code).
- B. Mental Health: (Typically Schizophrenia, Major Mood Disorders, Borderline Personality Disorder, Delusional Disorder, Schizoaffective Disorder).

C. Specific Learning Disability.

D. Traumatic Brain Injury.

Medicaid Funded Employment Supports:

Developmental Disabilities – Adult DD Home and Community Based Services Medicaid Waiver (IDAPA 16.03.10.703.03). Eligibility for this waiver is determined by the Independent Assessment Providers (IAP) at the Idaho Center on Disability Evaluation. The Self-Directed option falls under this waiver.

Aged or Disabled Waiver – Supported Employment is a component included in this Home and Community Based Services Medicaid Waiver (IDAPA 16.03.10.326.17).

~~12.13.4 Steps to Securing Long Term Support for Medicaid or EES Services~~^[TP11]:

- ~~1. Contact the Regional Community Supported Employment (CSE) coordinator.~~
- ~~2. The Regional CSE coordinator will submit the Referral for Extended Employment Services to the EES program.~~
- ~~3. The Regional CSE coordinator and VR counselor will receive documentation regarding the availability within ten (10) business days.~~
 - ~~a. Funding for EES Available – The VR counselor proceeds with plan development.~~
 - ~~b. No EES Funding Available – Customer is placed on the EES waiting list by EES program.~~
 - ~~i. Waiver Eligible –~~
 - ~~• VR staff notifies in writing to EES program that employment services are approved from Medicaid. Customer is removed from the waiting list once employment waiver services are approved by Medicaid.~~
 - ~~• If employment services are not included on the customer's waiver plan, if EES funding is not secured within three (3) months then the case will be closed (EES case will remain open and the customer will remain on the waitlist).~~
 - ~~ii. Not Waiver Eligible – Customer remains on the EES waiting list~~
 - ~~• VR counselor does not proceed to plan development.~~
 - ~~• If funding is not secured within three (3) months then the case will be closed (EES case will remain open and the customer will remain on the waitlist).~~
 - ~~• Once EES funding becomes available EES program will notify CSE coordinator and VR counselor; customer will be removed~~

~~from the EES waiting list. IPE development may be initiated (VR case file may need to be reopened).~~

12.14 Post-Employment Services (PES)

A customer with a disability who had been previously rehabilitated may require additional services in order to maintain, advance in, or regain suitable employment. In order to qualify for this service strategy, the need must be based upon a disability previously documented in the eligibility determination section. Post-employment services require an amendment to the IPE. *In order to qualify for these services, the customer's vocational needs must be minor in scope (\$1,000 or less) and duration (6 months or less). This means the customer only needs relatively short-term services with minimal cost associated.* Customers requiring multiple services over an extended period of time and/or a comprehensive/complex rehabilitation plan should be encouraged to reapply for the full-spectrum of VR services since their needs exceed the intent of post-employment services. PES can be initiated within three (3) years of successful closure. Once the record is destroyed, a new case must be opened.

Note: The intent of PES is to ensure that the employment outcome remains consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests and informed choice.

12.15 Rehabilitation Technology

Rehabilitation technology services (rehabilitation engineering, assistive/adaptive technology devices and services) may be provided as compensatory strategies to increase, maintain, or improve functional capabilities of customers with disabilities. Rehabilitation technology services may be provided at any time in the rehabilitation process, including the assessment for determining eligibility and vocational rehabilitation needs, extended evaluation, services provided under an IPE, and post-employment services. Rehabilitation technology, including telecommunications, sensory, and other technological aids and devices are exempt from a determination of the availability of comparable services or benefits exist under any other program. ~~and are available to the customer, IDVR may request, but may not require~~ the use of comparable services and benefits. Personally prescribed devices, such as eye glasses, hearing aids, or wheelchairs are the exception, they not exempt from the consideration of comparable benefits. (For further information, please review the series of comprehensive fact sheets provided by Idaho Assistive Technology Project located on the IDVR intranet web site. There are also direct links to the Idaho Assistive Technology Project web site at that location).

12.15.1 "Assistive technology service" means any service that directly assists a customer with a disability in the selection, acquisition, or use of an assistive technology device, including:

- A. The evaluation of the needs of a customer;
- B. Purchasing, leasing, or otherwise providing for the acquisition by a customer with a disability of an assistive technology device;
- C. Selecting, designing, fitting, customizing, adapting, applying, maintaining, repairing, or replacing assistive technology devices;

- D. Coordinating and using other therapies, interventions, or services with assistive technology devices, such as those associated with existing education and rehabilitation plans and programs;
- E. Training or technical assistance for a customer with a disability.

12.15.2 An assistive technology device means any item, piece of equipment, or product system, whether acquired commercially off-the-shelf, modified, or customized that is used to increase, maintain, or improve the functional capabilities of a customer with a disability.

12.15.3 Vehicle modification⁵ may be provided as an assistive technology device only when the applicant/customer is otherwise precluded from achieving a vocational objective.

1. In the event that a vehicle requires modification. e.g., hand controls, lift installation, or structural revision, may be provided on vehicles with an expected life of five (5) years or longer after modification, as evaluated by a certified mechanic (paid for by IDVR). The customer must agree to maintain insurance on the vehicle for replacement costs of the modified equipment.
2. Any vehicle modification over \$3,000 must include a minimum of two bids from approved vendors.
3. Adaptive equipment items that are not documented as medically and/or vocationally necessary will be the responsibility of the customer.
4. When a customer purchases a new vehicle requiring modifications they should check with the dealership to see if the vehicle modification assistance is available. The ~~VR counselor~~^{VRC} will check with the customer to see if the customer is willing to access and apply the rebate to the cost of vehicle modification.

12.15.4 Housing modifications may be provided as a supportive service so the customer can benefit from a core vocational rehabilitation service. Typically these services are provided under an IPE.

12.16 Supportive Services

- A. Maintenance is a funding provision designed to offset *identified additional costs incurred as a result of participating in a rehabilitation service* (expenses incurred by the customer while engaged in assessments required for determining eligibility or while receiving services under an IPE).

NOTE: Maintenance means monetary support provided to a customer for expenses, such as food, shelter, and clothing, that are in excess of the normal expenses of the customer and that are necessitated by the customer's participation in an assessment for determining eligibility and vocational rehabilitation needs or the customer's receipt of vocational rehabilitation services under an individualized plan for employment. (Ref: 34 CFR, Part 361.5 (35)).

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Counselors cannot pay maintenance for those existing living costs that a customer would normally incur regardless of the customer's participation in a plan of vocational rehabilitation services.

Maintenance intended to cover shelter related expenses will not exceed four (4) months per case without the Chief of Field Service's approval.

Maintenance intended to cover food expenses will not exceed four (4) weeks per case without the Chief of Field Service's approval.

Maximum per diem food rates for the state of Idaho can be found at:

<http://www.sco.idaho.gov/web/sbe/sbeweb.nsf/pages/trvlpolicy.htm#Appendix%20%22B%22>.

Maximum per diem food rates for out of state can be found at: www.gsa.gov.

~~VR counselor~~ [VRC](#)s should be aware and make their customers aware, that any maintenance payments for food, shelter, or clothing may impact SSI benefits.

- B. Transportation is a service for identified travel and related expenses for customers to participate in a vocational rehabilitation services or assessment.
1. Actual costs may be paid for taxi, buses, airplanes, etc.
 2. When using a privately owned vehicle, fuel assistance will be negotiated. This depends upon actual transportation expenses for participation in rehabilitation services. Routine vehicle maintenance is not covered by IDVR.
 3. The ~~VR counselor~~ [VRC](#) must take into account the following issues when confronted with a request from a customer to repair a privately owned vehicle:
 - a. The overall condition and value of vehicle.
 - b. The extent of the repairs.
 - c. The availability of other appropriate transportation.
 - d. The necessity that the vehicle be used for ~~VR~~ [IDVR](#) participation or work.

12.17 School Transition

The Idaho Division of Vocational Rehabilitation (IDVR) participates in student transition planning as outlined at 34 CFR 361.22 of the Rehabilitation Act Regulation. The Regulations require plans, policies, and procedures that provide for the development and approval on an individualized plan for employment as early as possible during the transition planning process but, at the latest, by the time each student who is determined to be eligible for vocational rehabilitation services leaves the school setting. The Act also provides for:

1. Consultation and technical assistance to educational agencies in planning for transition of students with disabilities from school to post-school activities, including vocational rehabilitation;
 2. Transition planning by personnel of IDVR and the educational agency for students with disabilities that facilitates the development and completion of their Individualized Education Programs (IPE's) under section 614 (d) of the Individuals with Disabilities Education Act (IDEA);
 3. The roles and responsibilities including financial responsibilities, of each agency; and
 4. Procedures for outreach to and identification of students with disabilities who are in need of transition services. Outreach to these students should occur as early as possible during the transition planning process and must include, at a minimum, a description of the purpose of the vocational rehabilitation programs, eligibility requirements; application procedures, and scope of services that may be provided to eligible customers.
- Referrals should be made to the ~~VR counselor~~VRC as early as possible following the completion of the student's sophomore year. Earlier referrals can be made based on individual student need. All students with disabilities should be referred, not just those students in special education.
 - The ~~VR counselor~~VRC may participate and/or consult during the development of Individual Educational Plans (IEPs), Individual Transition Plans (ITPs) and Child Study Teams (CSTs) at the invitation of the school and agreement between the ~~VR Counselor~~VRC and CST members. VRC will determine the appropriate time to take an application when the focus is on the final vocational objective or formal planning for continued employment preparation after the student exits from high school.
 - The school district's responsibility is to provide a free and appropriate education to all students. This includes instructional aides, devices, and necessary services to achieve educational goals.
 - IDVR's responsibility is to facilitate the accomplishment of long-term vocational rehabilitation goals and intermediate rehabilitation objectives identified in the student's IPE. Only services that are required for achievement of the employment goal will be provided or coordinated.

12.18 Services to Family Members

The definition of “Family Member” is a relative or guardian of the customer or someone who lives in the same household as the customer and has a substantial interest in the well-being of the customer.

Conditions and Criteria:

- A. Service may be provided only to individuals that meet the definition of family member.
- B. The services to be provided are those which are deemed to be necessary to the successful completion of the customer’s rehabilitation plan (IPE, Extended Evaluation, or Trial Work Period). The customer and ~~VR counselor~~ VRC will make the determination as to whether a service to a family member is necessary to the vocational rehabilitation of the individual customer.
- C. Comparable services and benefits are to be explored and if available, utilized prior to expenditure of agency funds.
- D. IDVR funds can only be utilized if economic need is established on Financial Participation Assessment (FPA).
- E. Family members may not have access to the customer’s record of service without a release of information. Family members may have access to information pertaining to the services they received.

Procedures:

- A. The category of Services to Family Members requires prior approval from the Regional ManagerRM.
- B. The IPE must set forth the services to be provided to the family member.
- C. In developing the IPE the ~~VR counselor~~ VRC must ensure that the customer and family member(s) understand the basis for the provision of services in order to avoid any misunderstanding as to the scope, nature, and duration of services.
- D. Services under this section must comply with all other portions of the manual relating to the provision of VR-IDVR services.
- E. Services to family members must be terminated whenever one of the following conditions prevails:
 - 1. When a service(s) is no longer necessary to the customer’s plan; or

2. When the customer's plan is terminated in accordance with case closure procedures; or
3. When Post-Employment Services are terminated.

F. When services are provided to family members, the record of service must include:

1. A rationale that services are required to support the customer's success in completing objectives of the IPE;
2. Data, including medical information, to support the decision to provide services (the least amount necessary to verify the need);
3. Identification of family member(s) receiving those services;
4. The cost of such services; and
5. Documentation of the time limited nature of these services.

12.19 Personal Care Assistant Services

A personal care assistant (PCA) assists a customer with a significant disability by performing personal activities of daily living requiring hands-on help, which cannot be performed by the customer because of the significance of the disability. PCA services including personal care related tasks such as:

1. Eating
2. Drinking
3. Toileting
4. Bathing
5. Transfers
6. Dressing
7. Grooming
8. Medications

PCA services do not include chore services, respite, cueing, or household tasks. In most cases, tasks performed by the PCA are customer directed. The PCA is not responsible for any tasks that the customer with a disability can perform independently.

PCA services have been developed to enhance the ability of a customer with a significant disability to live and work independently. The need for PCA services is normally identified through an independent living (IL) evaluation.

A PCA must have completed a State approved training program or have substantial knowledge and experience in providing PCA services.

It is the policy of the IDVR to provide PCA services to customers with significant disabilities, when PCA services over and above those required for normal daily living are required to assist

the customer to complete the ~~VR-IDVR~~ process. IDVR does not provide PCA services in lieu of existing PCA programs and providers. If the ~~VR-counselor~~VRC determines that PCA services are necessary for the customer to complete the objectives of the IPE, the ~~VR-counselor~~VRC will need to conduct or obtain a personal care assistant evaluation to determine the number of hours of PCA services that are required for participation in the IPE over and above the customer's normal daily living needs.

It is the responsibility of the customer and the ~~VR-counselor~~VRC to identify, apply for and utilize any and all similar benefits for PCA services. PCA recruitment and management is the responsibility of the customer. Payment for PCA services is made through an authorization to the customer for PCA services. The customer then pays the chosen provider. IDVR will not exceed the current rate established by Medicaid. IDVR does not pay for standby time; only for direct service time related to the VR service that the PCA service is addressing. The customer is required to submit verification of services received from the provider to IDVR on a monthly basis to continue to receive PCA funded eds services.

IDVR PCA services are time limited in nature and are provided during the vocational rehabilitation process, if required, to assist in determining eligibility, for participation in vocational evaluation and assessment, and during implementation of an IPE with a goal leading to competitive employment. The provision of PCA services must be linked directly to the objective of the IPE. PCA services funded by IDVR must be for those tasks over and above PCA services normally requiredd for tasks of daily living. No more than 40 hours per week will be authorized for PCA services.

When the IPE objectives have been successfully completed and the goal of competitive employment has been achieved, provision of PCA services required to maintain employment becomes the responsibility of the customer.

12.20 Services to a Group of Individuals

The Rehabilitation Act of 1973 as amended authorizes the provision of rehabilitation services to groups of individuals.

Guidelines:

Services for a group of individuals with disabilities must be expected to substantially contribute to the vocational rehabilitation of a group of individuals, but does not relate directly to the individualized rehabilitation program of any one individual with disability. The decision to provide services to groups will be made based on the need for the services as well as the available resources of the agency.

Establishment

Under the authority of 34 CFR 361.49(a)(1), IDVR may pursue the establishment, development, or improvement of a public or non-profit community rehabilitation program that is used to provide vocational rehabilitation services that promote integration and competitive employment, including, under special circumstances, the construction of a facility for a public or non-profit community rehabilitation program. Examples of "special circumstances" include

the destruction or natural disaster of the only available center serving an area or a State determination that construction is necessary in a rural area because no other public agencies or private non-profit organizations are currently able to provide vocational rehabilitation services to individuals.

Any CRP establishment activities undertaken by IDVR will be supported by the pre-planning requirements under 34 CFR 361.49(b)(1) [& \(2\)](#) and 34 CFR 361.29.

In order for IDVR to engage in activities to establish, develop or improve a public or non-profit CRP, pursuant to 34 CFR 361.49(a)(1), and use of non-Federal expenditures incurred by those activities to satisfy match requirement under the VR Program, IDVR must first satisfy several pre-planning requirements:

1. IDVR must have written policies that set forth the nature and scope of services that will be provided to groups of customers with disabilities, and the criteria that will be used to determine the provision of those services (34 CFR 361.49(b)(1)); and
2. Establishment activities must have been identified as a need in IDVR's most recent statewide comprehensive needs assessment and IDVR must have included in its State plan a discussion of the strategies it would use to meet that need (34 CFR 361.29).

If IDVR has satisfied the above pre-planning requirements for activities related to establishing, developing, or improving a CRP, then the following requirements must be satisfied in order for IDVR to use non-Federal expenditures incurred for these activities towards its match requirements under the VR program pursuant to 34 CFR 361.60(b)(3)(i):

1. The activities proposed must fit within the definition of establishment, development, or improvement of a CRP at 34 CFR 361.5(b)(17);
2. The establishment, development, or improvement of a facility for a CRP at 34 CFR 361.5(b)(18), or
3. The construction of facility for a CRP at 34 CFR 361.5(b)(12); and
4. The activities must be designed to provide services to IDVR customers and applicants.

Based on 34 CFR 361.5(b)(17), IDVR may:

1. The establishment of a facility for a public or non-profit community rehabilitation program.
2. Staffing, if necessary to establish, develop, or improve a community rehabilitation program for the purpose of providing vocational rehabilitation services to applicants or eligible customers.
3. Other expenditures related to the establishment, development, or improvement of a community rehabilitation program that are necessary to make the program functional or

increase its effectiveness in providing vocational rehabilitation services to applicants or eligible customers, but are not ongoing operating expenditures of the program.

Employment Related Services to Customers with Disabilities

Under the authority of 34 CFR 361.49(a)(6), IDVR may pursue services that promise to contribute substantially to the rehabilitation of a group of customers but that are not related directly to the individualized plan for employment of any one customer.

The nature and scope of the services provided include:

1. Increase access to employment and educational opportunities for persons who are deaf or hard of hearing.
2. Increase awareness of the needs of persons who are deaf and hard of hearing through educational informational programs.
3. Encourage consultation and cooperation among departments, agencies, and institutions serving the deaf and hard of hearing.

SECTION 13.0 - CLOSURE

13.1 Closure During Application Status

A. No disabling condition

The ~~VR counselor~~VRC is unable to verify the existence of a disabling condition. The decision requires ~~VR-IDVR~~ staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of:
 - a. Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.
 - b. Appeal rights (Rights and Responsibilities)
 - c. Information regarding the Client Assistance Program (CAP)
3. Referral to other agency (ies), including Idaho Department of Labor.

B. No impediment to employment

The ~~VR counselor~~VRC cannot establish that there is a substantial barrier to employment based on disability. The decision requires ~~VR-IDVR~~ staff to:

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1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.

2. Provide written notification, or other appropriate mode of communication of:
 - a. Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.
 - b. Appeal rights (Rights and Responsibilities)
 - c. Information regarding the Client Assistance Program (CAP)
3. Referral to other agency (ies), including Idaho Department of Labor.

C. Does not require VR services to achieve an employment outcome

The ~~VR counselor~~VRC has been unable to identify substantial VR services necessary to secure, retain or regain employment. The decision requires ~~VR- IDVR~~ staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of:
 - a. Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.
 - b. Appeal rights (Rights and Responsibilities).
 - c. Information regarding the Client Assistance Program (CAP).
3. Referral to other agency (ies), including Idaho Department of Labor.

D. Unable to benefit from VR services

The ~~VR counselor~~VRC, through trial work or extended evaluation has established that the applicant is unable to benefit in terms of an employment outcome. The decision requires ~~VR IDVR~~ -staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of:
 - a. Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.
 - b. Appeal rights (Rights and Responsibilities).
 - c. Information regarding the Client Assistance Program (CAP).
3. Referral to other ~~agency (ies) agencies), the Extended Employment Program and as appropriate, the Idaho Department of Labor.~~
4. Conduct a review of the ineligibility determination following the closure of the record within 12 months and annually thereafter, up to two (2) years, or longer if

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requested. The customer with a disability, or, if appropriate, the customer's representative, may have input into the review and re-evaluation. Signed documentation should be included of the review and re-evaluation if the review and re-evaluation is able to be completed.

E. Extended services unavailable

The ~~VR counselor~~VRC has determined that extended services are required and the ~~VR counselor~~VRC and customer have determined that the extended services are not available at this time. The decision requires ~~VR~~IDVR staff to:

1. Provide opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of:
 - a. ~~Ineligibility e~~Closure determination, explaining in clear and concise language the reason(s) for the ~~ineligibility~~ determination.
 - b. Appeal rights (Rights and Responsibilities).
 - c. Information regarding the Client Assistance Program (CAP).
3. Referral to other ~~agency (ies)~~agencies, ~~the Extended Employment Program and as appropriate, the Idaho Department of Labor.~~
4. ~~Conduct a review of the ineligibility determination following the closure of the record within 12 months and annually thereafter, up to two (2) years, or longer if requested. The customer with a disability, or, if appropriate, the customer's representative, may have input into the review and re-evaluation. Signed documentation should be included of the review and re-evaluation if the review and re-evaluation is able to be completed.~~

F. ~~Refused~~^[TP12] ~~service~~No longer interested in receiving services, ~~moved~~unable to locate/contact or moved, ~~failure to cooperate~~, death, institutionalized or incarcerated, transportation not feasible or available, transferred to another agency, and all other reasons.

These are closures without eligibility determination. The decision requires ~~VR~~IDVR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of (when death is a reason for case closure do not send any written documentation):
 - a. Closure determination.
 - b. Appeal rights (Rights and Responsibilities).

c. Information regarding the Client Assistance Program (CAP).

13.2 Closure ~~During~~ Eligibility Status

A. Unable to benefit from VR services, disability too severe for services

The ~~VR counselor~~VRC, through clear and convincing evidence has established that the customer is unable to benefit in terms of an employment outcome. An ineligibility determination, based on inability to benefit from VR services or disability too severe for services, may be completed after an initial eligibility determination. The decision requires ~~VR~~IDVR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of:
 - a. Ineligibility closure determination, explaining in clear and concise language the reason(s) for the ineligibility determination.
 - b. Appeal rights (Rights and Responsibilities).
 - c. Information regarding the Client Assistance Program (CAP).
3. Referral to other agency(ies), or the Extended Employment Program, ~~and~~ as appropriate, ~~the Idaho Department of Labor.~~
4. Conduct a review of the ineligibility determination following the closure of the record within 12 months and annually thereafter, up to two (2) years, or longer if requested. The customer with a disability, or, if appropriate, the customer's representative, may have input into the review and re-evaluation. Signed documentation should be included of the review and re-evaluation if the review and re-evaluation is able to be completed.

B. Extended services unavailable

The ~~VR counselor~~VRC has determined that extended services are required and the ~~VR counselor~~VRC and customer have determined that the extended services are not available at this time. The decision requires ~~VR~~IDVR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of:
 - a. ~~Ineligibility~~eClosure determination, explaining in clear and concise language the reason(s) for the ~~ineligibility~~determination.
 - b. Appeal rights (Rights and Responsibilities).
 - c. Information regarding the Client Assistance Program (CAP).

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3. Referral to other agency (ies), ~~the Extended Employment Program and~~, as appropriate ~~the Idaho Department of Labor~~.
- C. ~~No longer interested in receiving Refused services, moved~~ unable to locate/contact or moved, ~~failure to cooperate~~, death, institutionalized or incarcerated, transportation not feasible or available, transferred to another agency, and all other reasons.

The decision requires ~~VR~~IDVR-staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of (when death is a reason for case closure do not send any written documentation):
 - a. Closure determination.
 - b. Appeal rights (Rights and Responsibilities)
 - c. Information regarding the Client Assistance Program (CAP)

D. Closure from the Order of Selection Waitlist

When the ~~VR counselor~~VRC is unable to contact (the ~~VR counselor~~VRC uses the closure reason – unable to ~~locate~~/contact/~~locate~~ or moved) or the customer has declined VR participation (the ~~VR counselor~~VRC uses the closure reason – ~~refused services~~No longer interested in receiving services).

The decision requires ~~VR~~IDVR-staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of (when death is a reason for case closure do not send any written documentation):
 - a. Closure determination.
 - b. Appeal rights (Rights and Responsibilities).
 - c. Information regarding the Client Assistance Program (CAP).

13.3 Unsuccessful Closure After Implementation of IPE

A. Unable to benefit from VR services, disability too severe for services

The ~~VR counselor~~VRC, through clear and convincing evidence has established that the customer is unable to benefit in terms of an employment outcome. An ~~ineligibility closure~~ determination, based on inability to benefit from VR services or disability too severe for services, may be completed after an initial eligibility determination. The decision requires ~~VR~~IDVR-staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.

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2. Provide written notification, or other appropriate mode of communication of:

- a. ~~Ineligibility e~~Closure determination, explaining in clear and concise language the reason(s) for the ~~ineligibility~~ determination.
- b. Appeal rights (Rights and Responsibilities).
- c. Information regarding the Client Assistance Program (CAP)

3. Referral to other ~~agency (ies)~~agencies), or the Extended Employment Program, and as appropriate, ~~the Idaho Department of Labor.~~

4. ~~Conduct~~^[TP13] a review of the ~~ineligibility~~ determination following the closure of the record within 12 months and annually thereafter, up to two (2) years, or longer if requested. The customer with a disability, or, if appropriate, the customer's representative, may have input into the review and re-evaluation. Signed documentation should be included of the review and re-evaluation if the review and re-evaluation is able to be completed.

~~5.4~~ Customer must return tools and equipment to the agency at the time of unsuccessful closure, in accordance to the tool agreement. Exceptions must be approved by the ~~Regional Manager~~RM.

B. Extended services unavailable

The ~~VR counselor~~VRC has determined that extended services are required and the ~~VR counselor~~VRC and customer have determined that the extended services are not available at this time. The decision requires ~~ID~~VR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification, or other appropriate mode of communication of:

- a. ~~Ineligibility e~~Closure determination, explaining in clear and concise language the reason(s) for the ~~ineligibility~~ determination.
- b. Appeal rights (Rights and Responsibilities)
- c. Information regarding the Client Assistance Program (CAP)

C. ~~Refused service, No longer interested in receiving services, moved, unable to locate/contact or moved, failure to cooperate, death, institutionalized or incarcerated, transportation not feasible or available, transferred to another agency, and all other reasons.~~

The decision requires ~~VR~~IDVR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.

2. Provide written notification, or other appropriate mode of communication of (when death is a reason for case closure do not send any written documentation);
 - a. Closure determination.
 - b. Appeal rights (Rights and Responsibilities)
 - c. Information regarding the Client Assistance Program (CAP)

13.4 Successful Competitive Closure After Implementation of IPE

A. Rehabilitated with supports

Customers in supported employment are determined rehabilitated when the objectives of the IPE for supported employment training are achieved and a plan for extended support services is verified through the activation of services related to the long-term source of support.

In order to determine that a customer has achieved an employment outcome, the case record must document:

1. That services provided under the IPE contributed to the achievement of the employment outcome.
2. That the employment outcome is consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
3. That the employment is in the most integrated setting possible, consistent with the customer's informed choice, that the customer is compensated at or above the minimum wage and his/her wages and benefits are not less than that customarily paid by the employer for same or similar work performed by non-disabled individual.
4. That the employment outcome has been maintained for a minimum of 90 days.
5. The customer and the ~~VR counselor~~ [VRC](#) consider the employment outcome to be satisfactory and agree that the customer is performing well on the job. Whenever possible, confirm that the employer is satisfied with the work performance of the customer as well as IDVR services.
6. That an assessment occurred regarding whether a need exists for Post-Employment ~~S~~services and that the customer was informed regarding the purpose and availability of post-employment services, should the need arise.

7. Ownership of tools and equipment may be transferred to the customer at the time of closure if the tools and equipment are necessary for on-going employment purposes.

Case closure requires IDVR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification or other appropriate mode of communication.

B. Rehabilitated without supports

In order to determine that a customer has achieved an employment outcome, the case record must document:

1. That services provided under the IPE contributed to the achievement of the employment outcome.
2. That the employment outcome is consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
3. That the employment is in the most integrated setting possible, consistent with the customer's informed choice, that the customer is compensated at or above the minimum wage and his/her wages and benefits are not less than that customarily paid by the employer for same or similar work performed by non-disabled individual.
4. That the employment outcome has been maintained for a minimum of 90 days.
5. The customer and the ~~VR counselor~~VRC consider the employment outcome to be satisfactory and agree that the customer is performing well on the job. Whenever possible, confirm that the employer is satisfied with the work performance of the customer as well as IDVR services.
6. That an assessment occurred regarding whether a need exists for Post-Employment Services and that the customer was informed regarding the purpose and availability of post-employment services, should the need arise.
7. Ownership of tools and equipment may be transferred to the customer at the time of closure if the tools and equipment are necessary for on-going employment purposes.

Case closure requires IDVR staff to:

1. Provide an opportunity for the customer or his/her representative to receive full consultation regarding the closure decision.
2. Provide written notification or other appropriate mode of communication.

~~13~~^[TP14] ~~5 Successful Non-Competitive Closure After Implementation of IPE~~

~~In order to determine that a customer has achieved an employment outcome, the case record must document:~~

- ~~1. That services provided under the IPE contributed to the achievement of the employment outcome.~~
- ~~2. That the employment outcome is consistent with the customer's strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.~~
- ~~3. A. Homemaker—verify that the customer has increased their ability to provide services around the house that enable other family members to increase their financial contribution to the family.~~
~~B. Unpaid Family Worker—verify that the customer is working for the family farm or family business.~~
- ~~4. That the employment outcome has been maintained for a minimum of 90 days.~~
- ~~5. The customer and the VR counselor consider the employment outcome to be satisfactory and agree that the customer is performing well on the job. Whenever possible, confirm that the employer is satisfied with the work performance of the customer as well as IDVR services.~~
- ~~6. That an assessment occurred regarding whether a need exists for Post-Employment Services and that the customer was informed regarding the purpose and availability of post-employment services, should the need arise.~~
- ~~7. Ownership of tools and equipment may be transferred to the customer at the time of closure if the tools and equipment are necessary for on-going employment purposes.~~

13.56 Closure After Post Employment Services (PES)

A. Closed unemployed; opening a new VR case

The ~~VR counselor~~VRC has made a determination that the scope of services is inappropriate for PES and the customer has agreed to apply for a new VR case.

1. PES is closed.
2. Customer applies for services.

B. Employment maintained or regained

The customer and ~~VR counselor~~[VRC](#) are in agreement the job is or has been maintained, regained or advanced in.

1. PES case is closed
2. Customer agreement with case closure is documented in the case record.

C. Lost job; no further services at this time

The customer's employment was not maintained, regained, or advanced in and no VR services are appropriate at this time.

1. PES case is closed
2. Customer has been informed of case closure is documented in the case record.

SECTION 14.0 ORDER OF SELECTION

14.1 Authority

Rehabilitation Act of 1973 as amended by the Rehabilitation Act of 1998, Sections 101 and 102.
34 CFR Part 361 §361.36, §361.3.

14.2 Policy

In the event that the projected fiscal and personnel resources of IDVR become inadequate to provide the full range of services, as appropriate, to all eligible customers, the Administrator will implement the Division's Order of Selection procedure. By law, this procedure must insure that customers with the most significant disabilities are served first. The criteria used for determining the Order of Selection for services is the category of significance of the disability as defined in Policy Section 6.2 and the application date for ~~VR~~[IDVR](#)-services.

Factors that will not be considered in determining an order of selection priority category include:

- A. Type of Disability
- B. Duration of residency, provided the customer is present in the state;
- C. Age, gender, race, color or national origin;
- D. Source of referral;
- E. Type of expected employment outcome;
- F. The need for specific services or anticipated cost of such services; or
- G. The income level of the customer or customer's family.

14.3 Administrative Requirements

IDVR must ensure that it is funding arrangements for providing services under the State Plan, including third-party arrangements and awards, such as cooperative funding agreements with school districts, other State agencies or contractual arrangements, are consistent with the Order

of Selection. If any funding arrangements are inconsistent, the Agency must renegotiate these funding arrangements so that they are consistent with the Order of Selection.

14.4 Procedures

Determination of Significant Disability

When a ~~VR counselor~~VRC determines a customer is eligible, the ~~VR counselor~~VRC also establishes the level of significance of disability based upon the criteria established in Section 6.0. The level of significance of the customer's disability is identified with one of the following three priority categories:

- A. Customers with disabilities
- B. Customers with significant disabilities
- C. Customers with the most significant disabilities

Statewide Order of Selection Waiting List

When a ~~VR counselor~~VRC completes the eligibility process and the determination of the significance of the disability determination, the customer is added to the statewide Order of Selection waiting list in the appropriate category by date of application. The date of application process is completed (see section 5.3). The case is transferred from the ~~VR counselor~~VRC caseload to the office Order of Selection waiting list.

Written notification will be provided to the customer informing them of:

- Their eligibility determination.
- Their placement on the waiting list.
- The priority categories of IDVR's Order of Selection.
- Their assignment to a particular category.
- Their right to appeal their category assignment.
- The availability of the Client Assistance Program (CAP).

When resources are available, the Chief of Field Services notifies the Regional ManagerRMs of the number of customers to take from the waiting list by priority category, application date(s) and office locations. Regional ManagerRMs ~~then~~ coordinate with the ~~VR counselor~~VRCs to transfer the corresponding cases from the Order of Selection waiting list in respective offices to ~~VR counselor~~VRC's caseloads.

A customer on the statewide Order of Selection waiting list may request that his/her case be transferred from one office to another by contacting the local ~~VR~~IDVR -office – The request for transfer will be processed by the Regional ManagerRM where the case resides.

Transferring a New Case to the Order of Selection Waiting List

The ~~Regional Manager~~RM is responsible for ensuring appropriate priority categories are being served, for maintaining the office Order of Selection waiting list and for verifying Information and Referral (I&R) is occurring. Cases will be transferred from a ~~VR counselor~~VRC's caseload to the office Order of Selection waiting list within ten (10) business days of the eligibility date.

The ~~Regional Manager~~RM will verify Information and Referral sources have been documented prior to transferring the case to the office Order of Selection waitlist.

Transferring a Case from the Order of Selection Waiting List to a ~~VR Counselor~~VRC

Upon notification to initiate services for case on the Order of Selection waiting list for the specified priority category and application dates, the ~~Regional Manager~~RM or designee must transfer cases from the Order of Selection office waiting list to a ~~VR counselor~~VRC within five (5) business days. The ~~VR counselor~~VRC is notified of the case transferred and is authorized to initiate services.

If a case is closed from the office Order of Selection waiting list, the case is automatically removed from the statewide Order of Selection list.

Initiating Services for Customers Referred from the Order of Selection Waiting List

IDVR will determine when it is appropriate to implement procedures to re-establish or maintain contact with customers while they are on the Order of Selection waiting list. Factors to consider are the length of time a customer has been on the list and the anticipated time before the customer's category will open.

Upon receipt of the case transferred from the Order of Selection waiting list, the ~~VR~~IDVR staff takes the following steps:

1. To contact the customer and schedule an appointment.
2. If telephone contacts are unsuccessful a letter will be sent to initiate contact.
3. Reasonable and timely efforts to find updated phone numbers and addresses for the customer.
4. If the customer has not responded within forty (40) days from the date the letter was sent, ~~VR~~IDVR-staff will proceed with case closure.

~~VR counselor~~VRCs need to consider the communication needs of the customer, including the need for information in alternate formats when initiating contact by telephone or letter.

Steps to contact each customer are documented in the case management system narrative and filed in the case service record.

Exceptions for Reopening Closed Cases

A ~~VR counselor~~VRC may request the ~~Regional Manager~~RM to ~~obtain~~get permission from the Chief of Field Services to reopen a case on an exception to policy basis if a customer contacts IDVR after his/her case is closed. If the customer's lack of response was a result of exceptional circumstances that prevented the customer from responding, the ~~VR counselor~~VRC should consult with his/her supervisor about an exception to policy to reopen the case.

Customers ~~N~~ot Ready to Proceed with IPE Development upon Referral from the Order of Selection Waiting List

If a ~~VR counselor~~VRC contacts a customer to initiate services and she/he is not ready to begin working with IDVR, the ~~VR counselor~~VRC needs to help the customer make an informed decision about how to proceed. If a customer does not wish to, or is unable to proceed with IPE development, IDVR will close the case and the customer must reapply. IDVR cannot 'hold' a spot on the waiting list nor can a customer be put back at the top of the list. The ~~VR counselor~~VRC needs to discuss the reasons the customer is not ready to proceed and whether a reasonable time frame can be agreed upon to resolve the issues.

14.5 Information and Referral (I&R)

When operating under Order of Selection, IDVR is required to offer Information and Referral (I&R) services to customers who cannot be served and must wait for services because of the Order of Selection.

IDVR must document and retain information about referrals to other Federal and State programs that provide employment-related services.

Information and Referral Requirements

Federal regulations establish minimum requirements under I&R as follows. IDVR must:

- A. Provide customers with accurate vocational rehabilitation information and guidance (which may include counseling and referral for job placement) to prepare for, get, or keep a job.
- B. Refer customers with disabilities to other Federal or State programs that are best suited to address their specific employment needs, including partners in the workforce investment system.
- C. Initiate a notice of referral identifying:
 - a. The name of the program to which the customer is referred;
 - b. A contact person in that program; and
 - c. Information about the most suitable services to assist the customer prepare for, get or keep a job.

14.6 Counseling and Guidance

To provide customers with accurate VR information and guidance, which may include counseling and referral for job placement, an [ID-VR](#) counseling staff member talks to the customer about his/her need to prepare for, get or keep a job. The ~~VR~~[IDVR](#)-counseling staff member provides advice and guidance about how the customer might proceed, explains referral sources available, and offers to initiate a referral to another program, if appropriate. These interactions occur in the course of other activities, such as completing the application, intake, and eligibility determination.

For customers who choose not to apply for IDVR services because of the Order of Selection, a general guideline is to limit I&R services to one appointment. The ~~VR-counselor~~[VRC](#) will NOT establish an on-going counseling relationship nor perform follow-up services regarding I&R.

Counseling and Guidance – Referrals

Each office will maintain a list of Federal and State programs with which IDVR has established a formal referral relationship. It is expected that the Idaho Department of Labor One-Stop Centers will be used extensively, but not exclusively, for the referral of customers who either choose not to apply or are on a waiting list to receive IDVR services. Other programs to be used in this capacity, as appropriate, include Tribal VR programs and other community programs. Because of limited resources in some areas and the unique needs of some customers with disabilities, there may not be an appropriate program available to every person.

Counseling and Guidance – Job Placement

~~VR~~[IDVR](#)-counseling staff may provide brief counseling for job placement. If the customer intends to engage in independent, self-directed job search or related activities, the ~~VR~~[IDVR](#) counseling staff member may provide brief counseling to assist the customer in this effort. Examples of counseling and referral for job placement may include, but are not limited to:

- A. A counseling session with the customer to discuss what efforts to find a job the customer has already tried and offering other job search strategies and suggestions.
- B. Reviewing and giving advice on a customer's resume.
- C. Discussing reasonable accommodation issues and strategies for approaching an employer.
- D. Discussing and providing the customer with access to the Internet or another resource.
- E. Sharing information about the local labor market.

14.7 Documenting a Formal Referral

All referrals to employment-related programs must be documented, including referrals for customers who have applied and are waiting for services. Each [Regional Manager](#)[RM](#), or designee, will identify and maintain the list of regional referral sources that require a formal referral. Each time a customer is referred to one of the listed organizations, the [IDVR](#) staff

member documents the referral in the case management system. Every case will have an entry in the case management system prior to transferring the case to the Order of Selection waiting list, or the case service record will document efforts to locate referral sources and the reason(s) a referral was not provided.

If a customer requests a referral, the [IDVR](#) staff member prepares and sends a written referral to the organization. In addition, the [IDVR](#) counseling staff member provides the customer being referred with the following:

- A. A copy of the written referral notifying the other federal or state program about the referral.
- B. The name of the person in that organization to be contacted by the customer being referred.
- C. Information about the most suitable services to prepare for, secure, retain, or regain employment.

Informal Referrals

~~VR-counselor~~[VRC](#)s routinely provide information to applicants and eligible customers about a wide array of community assistance programs that may offer services or benefits to assist the customer meet a variety of needs (food or clothing banks, medical programs, counseling services, etc.). These types of referrals are considered informal referrals. IDVR staff are encouraged to continue providing customers with information about other programs that offer services to assist them in meeting a variety of needs.

14.8 Post Employment Services

Order of Selection does not impact or alter the provision of post-employment services. Post-employment services are considered an amendment of the IPE, and therefore, a customer who needs post-employment services is not required to meet the highest priority category currently being serviced under an Order of Selection nor is the customers required to wait for services.

If substantial services are needed, PES is not appropriate. A new application should be taken and would be subjected to Order of Selection.